

Exploration of the “Class-Competition-Training” Trinity Model of Cultivating Applied Business Talents and Practice

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Abstract: This paper discusses the application and effect of the integrated teaching mode of “class, competition and training” in business education. By constructing a complete curriculum system, optimizing teaching methods and means, and strengthening the practical teaching link, we aim to improve the quality and effect of business education, and cultivate more high-quality business talents to meet the needs of the society. This study firstly analyzes the challenges and opportunities faced by the current business education, then proposes the integrated teaching mode of “class, competition and training”, and elaborates the design and implementation of this mode. Through the evaluation of the implementation effect, it is found that the “class, competition and training” model effectively improves the practical ability, innovation ability and comprehensive quality of students, which is of great significance to the innovation of business education and other professional education modes.

1. Introduction

With the continuous evolution of the global economic pattern and the in-depth development of the scientific and technological revolution, business education is facing unprecedented challenges and opportunities. In order to adapt to the changes in the business environment and the social demand for talents, business education must constantly innovate the teaching mode and improve the quality of education. Based on the in-depth analysis of the current situation of business education, this paper proposes an integrated teaching mode of “class competition and training”, which aims to enhance students' practical ability and innovation ability through the combination of classroom teaching, discipline competition and practical training, and provide new ideas and methods for the reform and development of business education.

2. Background and Significance of the Study

2.1 Current Challenges and Opportunities for Business Education

At present, business education is facing unprecedented challenges and opportunities. With the rapid changes in the global economy and the rapid development of technology, the business environment is becoming more and more complex and changeable, and the requirements for business talents are also increasing. The traditional business education model has been difficult to fully adapt to this change and is facing many challenges. Teaching content and methods are lagging behind, and it is difficult to reflect the latest developments and cutting-edge knowledge in the field of business. Weak practical teaching links have led to a lack of practical skills and problem solving ability. Business education also faces problems such as insufficient internationalization and insufficient interdisciplinary integration. These challenges also nurture great opportunities. With the advancement of globalization and digitalization, business education can learn from international advanced experience, strengthen cooperation and exchange with international universities and enterprises, and improve the internationalization level of education. It can actively explore the teaching mode of interdisciplinary integration to cultivate students' comprehensive ability and innovative spirit. With the help of modern technology, business education can also innovate teaching methods and means to improve teaching effect and quality. The current business education needs to face up to the challenges, seize the opportunities, and actively explore innovative educational models and methods to adapt to the development of the times and the needs of society.

2.2 The proposal of the integrated mode of “class-competition-training”

In view of the current challenges and opportunities facing business education, the integrated education model of “class, competition and training” is proposed. This model aims to comprehensively improve the comprehensive quality and ability of business students through the organic combination of course learning, discipline competition and practical training. In the course of study, emphasis is placed on the teaching of basic knowledge and the construction of theoretical systems to ensure that students master the basic knowledge and theories in the field of business. In the discipline competition, students are encouraged to actively participate in all kinds of business competitions and practice their practical operation and problem solving ability through the competition. The content of the competitions is also integrated into the course design so that the competitions become an integral part of the course learning. In practical training, we provide students with abundant practical opportunities and platforms, so that they can practice and train in real business environment^[1]. Through the mutual complementary and synergistic effect of the three links of “course, competition and training”, the comprehensive quality and ability of business students will be comprehensively improved, and high-quality business talents in line with the needs of the times and the development of society will be cultivated.

2.3 Purpose and significance of the study

The purpose of this study is to deeply investigate the application and effect of the integrated education model of “class, competition and training” in business education. Through the theoretical analysis and empirical research on the model, it aims to reveal its mechanism of improving students' comprehensive quality and ability, and provide theoretical support and practical guidance for the reform and innovation of business education. This study also has the following important significance: it helps to promote the innovation and development of business education, and improve the quality and level of business education; it helps to cultivate students' practical ability

and innovative spirit, and improve their comprehensive quality and competitiveness; it helps to promote the close connection and interaction between business education and the society, and cultivate more high-quality business talents for the development of the society. This study has important theoretical value and practical significance.

3. Construction of the integrated mode of “course, competition and training”.

3.1 Curriculum system design

Curriculum system design is the core link of education and teaching, and its rationality directly affects the quality and effect of talent training. In the process of curriculum system design, the cutting-edge trend of the development of the discipline, the needs of the industry and the personalized needs of students are fully considered. Based on the core knowledge system of the discipline, a hierarchical and rationally structured curriculum system is constructed to ensure that students can systematically master the basic knowledge and theories of the discipline. Attention is paid to the interdisciplinarity and comprehensiveness of the courses to broaden students' knowledge horizons and cultivate their comprehensive analytical abilities by offering cross-disciplinary courses. It also pays attention to the cutting-edge and innovative nature of the courses, constantly introduces new course contents, reflects the latest achievements in the development of the discipline, and stimulates students' interest in learning and the spirit of exploration. In the process of curriculum system design, it also pays attention to the practicality and applicability of the courses, and improves students' practical ability and problem-solving ability by strengthening the practical teaching links. Through the scientific and reasonable design of the curriculum system, it aims to provide students with comprehensive, systematic and cutting-edge subject knowledge, and cultivate students' comprehensive quality and innovation ability to meet the needs of the future society.

3.2 Integration of disciplinary competitions and curriculum

As an important way to cultivate students' practical ability and innovative spirit, the integration of disciplinary competitions with the curriculum is of great significance. In the process of integrating disciplinary competitions with the curriculum, focus on integrating the content of the competitions into the curriculum system, so that the competitions become an organic part of the curriculum teaching^[2]. According to the theme and requirements of the competition, design the corresponding course content and teaching activities, so that students can come into contact with the knowledge and skills needed for the competition in the course of study. To encourage students to actively participate in disciplinary competitions, teachers and schools should provide necessary guidance and support, and help them apply what they have learned in practice to improve their problem-solving abilities. It also pays attention to transforming the results of competitions into teaching resources, introducing award-winning works and excellent cases into the classroom as teaching cases and materials to stimulate students' learning interest and creativity. Through the integration of disciplinary competitions and courses, it aims to combine theoretical knowledge with practical application, cultivate students' practical ability and innovative spirit, and improve their comprehensive quality and competitiveness.

3.3 Design of Practical Teaching Sessions

The practical teaching link is the key link to cultivate students' practical ability and innovative spirit. In the process of designing the practice teaching link, it focuses on combining theoretical knowledge with practical application, and improves students' practical ability and problem solving

ability by designing diversified practical activities. According to the course content and teaching objectives, educators should design practical projects with pertinence and practicability, so that students can master and apply what they have learned in practice. Emphasis is placed on the process management and quality monitoring of practical teaching to ensure the effective implementation of practical activities and the achievement of the expected teaching goals. It also encourages students to actively participate in practical activities to cultivate their teamwork spirit and innovation ability. It also actively cooperates with enterprises and industries to carry out industry-university-research cooperation projects to provide students with more practical opportunities and platforms. Through the design and implementation of practical teaching sessions, we aim to improve students' practical ability and innovative spirit, cultivate their comprehensive quality and competitiveness, and lay a solid foundation for their future career development.

4. Teaching Implementation and Example Analysis

4.1 Teaching methods and means

In teaching activities, the choice of teaching methods and means plays a crucial role in improving the quality and effect of teaching. In the current educational context, diversified teaching methods and means are widely adopted, aiming to stimulate students' learning interest and improve their independent learning ability. The case study method has been adopted, which allows students to master theoretical knowledge and improve their problem-solving ability in the process of analysis by introducing actual cases. The project-based learning method was implemented, allowing students to complete specific projects through teamwork, and practicing students' practical ability and teamwork spirit. The teaching mode of flipped classroom is also introduced to let students master the basic knowledge through independent study before class, while in-depth discussions and interactions are carried out in class to improve the teaching effect. Modern technology is also fully utilized, such as multimedia teaching and online learning platforms, to provide students with rich learning resources and convenient learning paths. The effective combination of these teaching methods and means not only improves students' learning interest and enthusiasm, but also promotes the development of students' overall quality^[3].

4.2 Selection and Analysis of Teaching Examples

In the selection of teaching examples, the representativeness, practicability and inspirationality of the examples are emphasized. According to the teaching objectives and contents, select typical and representative examples so that students can master the basic theories and skills from them. Focusing on the practicality of examples, educators should select those that are closely related to students' lives and professions. This way, students can appreciate the practical application value of the knowledge they are learning. It also focuses on the inspiration of the examples, selects examples that can trigger students' thinking and exploration, and stimulates students' innovative spirit and desire for knowledge. When analyzing teaching examples, a variety of methods are used, such as the case study method, the comparative method, the inductive method, etc., in order to help students gain a deeper understanding of the principles and laws behind the examples. Students are also encouraged to analyze and discuss the examples independently to develop their independent thinking and critical thinking skills. Through the careful selection and analysis of teaching examples, we aim to provide students with rich learning materials and in-depth learning experiences, and promote students' knowledge construction and ability enhancement.

4.3 Teaching Feedback and Improvement

Teaching feedback is an important basis for teaching improvement, and students' feedback on teaching is highly valued. During the teaching process, students' feedback is regularly collected, including students' views and suggestions on teaching methods, teaching content, teaching progress and other aspects. It also actively exchanges teaching experience with peer teachers and draws on students' strengths and advantages. After collecting the feedback, we carefully analyze and summarize the problems and deficiencies, and formulate targeted improvement measures. For example, in response to the problem of students not adapting to certain teaching methods, teachers should try to adjust the teaching methods and means to adapt to the learning needs and characteristics of students. In response to the problem of teaching content being too difficult or too low, the content and difficulty of teaching are redesigned to ensure that students are provided with appropriate learning challenges and growth opportunities. Interaction and communication with students have also been strengthened to encourage active participation in teaching and learning activities and to enhance students' motivation and interest in learning. Through continuous feedback and improvement in teaching and learning, we are committed to enhancing the quality and effectiveness of teaching and learning, and providing students with better learning experiences and development opportunities.

5. Evaluation of Implementation Effectiveness and Inspiration

5.1 Evaluation of the implementation effect

We have carried out a comprehensive and in-depth evaluation of the implementation effect of the integrated teaching mode of “class, competition and training”. Firstly, we compared the academic performance of students before and after the implementation of the model, and found that the average score, the excellent rate and the failure rate of students have improved significantly. Second, by counting students' awards in various business competitions, we found that the number of awards and the level of the awards have increased, indicating that students' practical and innovative abilities have been effectively enhanced. In addition, we also conducted a tracking survey on the employment rate, starting salary and career development of graduates, which showed that students trained in this mode were more favored by employers and had smoother career development. At the same time, we also collected feedback from teachers, students and employers, who generally agreed that the model can stimulate students' interest in learning, enhance their practical ability and comprehensive quality, which is of positive significance to the improvement of the quality of business education. To sum up, the implementation of the integrated teaching mode of “class, competition and training” in business education has remarkable effects and is worth further popularizing and applying.

5.2 Implications for Business Education

“The successful practice of the integrated teaching mode in business education provides us with valuable insights. Firstly, it emphasizes the importance of practical teaching, which makes us realize that business education should not only focus on the teaching of theoretical knowledge, but also pay more attention to the cultivation of students' practical ability. Secondly, the model focuses on students' subjectivity and participation, and stimulates students' interest and enthusiasm in learning through teaching methods such as project-based learning and case analysis, which improves their learning effect. In addition, the model also focuses on cultivating students' teamwork spirit and competitive awareness, laying a solid foundation for their future career development.

These insights provide useful ideas and directions for us to further reform and improve business education, which will help us to cultivate more high-quality business talents that meet the needs of society.

5.3 Significance for other majors

The successful practice of the integrated teaching mode of “class, competition and training” in business education is also of great significance to other majors. First of all, the model focuses on the combination of practical teaching and theoretical teaching, emphasizing that students learn and grow in practice, which is also applicable to other majors such as science and engineering and liberal arts. Through the introduction of practical teaching, students can better understand and apply what they have learned, and improve their learning effect and interest. Secondly, the model focuses on cultivating students' teamwork spirit and sense of competition, which are of great significance in all walks of life. Therefore, other majors can also learn from the teaching methods of the model, such as project-based learning and case study, in order to cultivate students' teamwork and competitive awareness. In addition, the model also emphasizes students' subjectivity and participation, which improves their learning effectiveness and comprehensive quality by stimulating their interest and motivation in learning. This concept is also applicable in the teaching practice of other majors, which helps to cultivate more high-quality talents with innovative spirit and practical ability.

6. Conclusion

This study has achieved remarkable results through the implementation of the integrated teaching mode of “class, competition and training”. This model not only effectively improves students' practical ability, innovation ability and comprehensive quality, but also lays a solid foundation for students' career development^[4-7]. This model also provides useful ideas and directions for the reform and development of business education, and is of reference significance for the innovation of other professional education models. However, there are still some shortcomings in this study, such as the limited scope of the study and the lack of comprehensive assessment methods. Future research can further expand the scope and depth of the study and introduce more diversified assessment methods to more comprehensively assess the effectiveness and value of the integrated teaching mode of “class, competition and training”. It is also expected that this model can be applied and promoted in more professional fields, contributing to the improvement of the quality of higher education.

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