

Reform and Exploration of New Business Talent Cultivation in Local Universities for the Digital Economy - A Case Study of Xinyang Normal University

Xuming Shangguan^{1*}, Hui Wu²

¹ School of Business, Xinyang Normal University, Xinyang, China

² School of Management, Xinyang University of Agriculture and Forestry, Xinyang, China

Email Address

tonyshop@126.com (Xuming Shangguan)

*Correspondence: tonyshop@126.com

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Abstract:

Against the backdrop of digital economy development, this paper addresses the problems existing in the cultivation of traditional business talents in local universities, such as outdated concepts, convergent goals, and weak practicality. Taking Xinyang Normal University as an example, it systematically explores the reform path for new business talent cultivation. The study constructs a distinctive “Three-Double and Two-Four” cultivation system. Through innovative measures including establishing a “competition-teaching” collaborative education mechanism, optimizing a curriculum system featuring “vertical - ability enhancement and horizontal - career transferability”, and implementing a “Four-Guidance and Two-Leadership” quality education model, the in-depth integration of new business talent cultivation with the digital economy has been realized. Practice shows that the reform has effectively improved students’ practical abilities and comprehensive literacy, providing valuable references for the reform of new business education in local universities.

Keywords:

Digital Economy, New Business, Local Universities

1. Introduction

With the advent of the new digital economy era, learning methods and cognitive abilities are increasingly influenced by the digital economy [1]. Its application in the field of education is also becoming more widespread, which is bound to trigger and promote local universities to reflect on and adjust their educational models and talent cultivation systems. The new business talents to be cultivated should not only possess management and professional skills but also be compound talents with digital processing skills and thinking. To avoid the disconnection between theoretical education in traditional business education and practical needs, and to cultivate high-quality economic and management talents truly required by the economy and society, in the new era, in response to the development needs of industries and enterprises

such as big data, the Internet, cloud computing, artificial intelligence, and blockchain, the reform of the business talent cultivation system in local universities needs to be deeply integrated with digital economy empowerment [2]. Therefore, under the background of digital economy empowerment, analyzing the problems and challenges faced by the cultivation of business professionals in local universities and exploring the reform of the business professional talent cultivation system under this background hold prominent contemporary significance. With the development of the digital economy, the traditional business talent cultivation models and systems in local universities can no longer meet the development needs of the economy and society in the new era, making reform an inevitable trend. This is mainly reflected in three aspects:

(1) The cultivation concept fails to meet the requirements of digital economy empowerment for business professional talent cultivation

The business programs in local universities in China mainly aim to cultivate vocational and technical talents, focusing on imparting students with single-disciplinary knowledge in economic management such as finance, marketing, and accounting, while paying insufficient attention to cultivating students' abilities in communication, leadership, innovation, and cooperation [3]. Therefore, it is difficult to cultivate management talents that meet the needs of digital economy empowerment under the traditional educational concept.

(2) The cultivation goals cannot meet the requirements of digital economy empowerment for business professional talent cultivation

The business talent cultivation goals of local universities in China are basically the same, failing to form their own advantages and distinct characteristics. With the in-depth integration of digital economy empowerment with daily life, production, and services, and the increasingly clear division of labor among regions and enterprises, integrating management knowledge and skills required by regional economic development into the business talent cultivation goals of local universities and cultivating characteristic management talents with digital thinking have become key issues that must be addressed in adjusting the business professional talent cultivation goals of local universities.

(3) Practical teaching cannot meet the requirements of digital economy empowerment for business professional talent cultivation

With the increasing globalization of the economy, digital economy empowerment has promoted changes in enterprise development paths and models, and the integration of economic management with digital economy empowerment has become deeper. However, the cultivation of business talents in local universities in China has not been able to utilize big data to explore the development opportunities of the regional economy under digital economy empowerment, nor has it been able to conduct case-based discussions based on the driving factors behind the development and changes of the economy and society. Instead, it focuses more on theoretical explanations, resulting in weak practicality [4].

Under the empowerment of the digital economy, the educational concept for business professionals has also shifted from being university-oriented to student-oriented and employer-oriented, exploring to meet the new needs of enterprises for the professional quality of business talents under digital economy empowerment. The research team took business students from the Business School of Xinyang Normal

University as the research object, centered on students' future career development, integrated the concepts, thinking, and quality cultivation of digital economy empowerment into the education and teaching process, optimized the knowledge structure, improved abilities, and enhanced quality, so that what students learn can proactively meet the new needs of employers under digital economy empowerment.

2. Reform Practice of New Business Talent Cultivation in Xinyang Normal University for the Digital Economy

(1) Overall Reform Ideas

Against the background of the reform and development of higher education in the new era and guided by the current rapid development of the economy and society's demand for business talents, this research result explores the reform direction and path of the business professional talent cultivation system in local universities under the background of digital economy empowerment. The research is carried out from the following three aspects: Firstly, correctly grasping the talent cultivation goals and specifications of business programs in local universities under digital economy empowerment. The social development requires a large number of high-quality applied talents of different types, levels, and specifications [5]. Only by relying on local resources and conducting differentiated competition can local universities gain a foothold. Therefore, it is particularly important to correctly grasp the talent cultivation goals and specifications. Secondly, formulating a scientific business professional talent cultivation plan in combination with digital economy empowerment [6]. In accordance with the new requirements of economic and social development for business talents under the background of digital economy empowerment and based on the applied cultivation goals, the knowledge structure, skill system, and literacy requirements for business talent cultivation are systematically and specifically decomposed and implemented. This not only cultivates students' solid professional knowledge and professional skills but also develops their innovative awareness, management quality, and management capabilities under the background of digital economy empowerment, so as to cultivate high-quality business talents for the development of the economy and society. Thirdly, guiding the establishment of a curriculum teaching system led by digital economy empowerment thinking [7]. Based on the digital economy empowerment scenarios, the reform of teaching content and teaching methods is emphasized in the teaching process. Teachers are guided to establish a student-oriented teaching concept, advocate flexible, vivid, and scientific teaching methods such as discussion-based, heuristic, and research-based methods. In the teaching process, efforts are made to cultivate students' digital thinking, improve their digital management capabilities, stimulate their exploration spirit, and tap their innovative potential.

(2) Core Issues to Be Addressed by the Reform

Under the background of the reform and development of the new liberal arts and guided by the current rapid development of the economy and society's demand for business talents, the research team has reformed the business professional talent cultivation system of Xinyang Normal University since 2017 [1]. Explorations have been made in teaching models, curriculum systems, teaching material construction, teaching methods, talent cultivation models, and the research and practice of modern educational technology, forming a distinctive "Three-Double and Two-Four" business

professional talent cultivation system under digital economy empowerment. During the research process, the following three core issues have been mainly addressed:

Constructing a new “competition-teaching” collaborative education mechanism for new business talent cultivation. By analyzing the new needs of economic and social development for business professionals under the background of digital economy empowerment and the actual situation of business talent cultivation in local universities, the reform idea of transforming talent cultivation into the cultivation of high-quality applied talents with digital thinking has been clarified. It is pointed out that the key to achieving an effective transformation is to adapt to the needs of new economic formats, new lifestyles, and new operation models brought about by digital economy empowerment. By constructing a new “competition-teaching” collaborative talent cultivation mechanism, optimizing educational resources, and comprehensively enhancing the vitality of school running, the problems of a single talent cultivation mechanism, rigid cultivation model, and weak teaching reform resources in the departments of new liberal arts in local universities have been effectively solved.

Constructing a talent cultivation plan featuring “vertical - ability enhancement and horizontal - career transferability”. Through the “point-chain” collaborative new business talent cultivation system empowered by the digital economy, the interaction between learning and doing, promoting learning through competitions, and the integration of knowledge have been realized, effectively solving the problems of unclear main lines, poor connection in the curriculum system, and weak practical links. The foothold of high-quality business talent cultivation is to meet social needs, with a focus on application and characterized by comprehensiveness. Under the background of digital economy empowerment, this research project has formulated a business professional talent cultivation plan featuring “vertical - ability enhancement and horizontal - career transferability”. In the curriculum system setup and practical teaching process, attention is paid to the cultivation of students’ professional abilities. Students are guided to adapt to the development trend of the economy and society, conduct hierarchical planning, and cultivate high-quality business professionals.

Constructing and implementing a new “Four-Guidance and Two-Leadership” quality education model. In order to cultivate business professionals with a strong local awareness and international perspective, by exploring the great practice of China’s reform and opening up and modernization drive and combining the background of digital economy empowerment, a new “Four-Guidance and Two-Leadership” quality education model has been innovatively constructed. Under this new model, academic mentors and project mentors, on-campus mentors and enterprise mentors, as well as famous teachers and senior students, cooperate to implement professional education and quality education. Compared with the traditional education method of a single mentor or counselor, the “Four-Guidance and Two-Leadership” quality education model can carry out quality education more targeted, effectively realizing the interactive integration of professional education and quality education.

(3) Specific Measures for the Reform Practice

Identifying the key tasks of the reform of the business professional talent cultivation system under the background of digital economy empowerment. The new needs of economic and social development for business professionals under the background of digital economy empowerment and the main problems in the business professional talent cultivation system of local universities have been analyzed [8]. The overall reform idea and key tasks of transforming from a standardized talent cultivation

model to a high-quality applied talent cultivation model that keeps up with social development needs have been clarified. Following the needs of digital economy empowerment, the talent cultivation plan has been continuously optimized, and the modular curriculum system has been enriched and improved.

Refining the business talent cultivation goals under the background of digital economy empowerment and establishing a curriculum goal support system. Through the design and operation of the modular curriculum system, students' professional comprehensive quality and other professional skills under the background of digital economy empowerment have been cultivated, effectively ensuring the realization of the talent cultivation goals. Combined with the new needs of digital economy empowerment, the reflection of teaching content on the talent cultivation goals has been ensured.

Implementing an interactive teaching and cultivation model both on and off campus based on digital economy empowerment. Actively exploring the school-enterprise cooperation cultivation model, establishing a curriculum and practice system where "in-class and after-class, on-campus and off-campus, professional and comprehensive" complement each other. With the help of digital economy empowerment, various resources both on and off campus have been fully utilized to create an open and interactive talent cultivation model based on digital economy empowerment.

Constructing a plan to improve the online teaching system with the help of digital economy empowerment. Actively tracking and paying attention to the development of modern educational technology, and focusing on combining it with teaching and management to improve teaching effects [9]. Actively adapting to the development status of digital economy empowerment, using new media technology to support classroom teaching to achieve "equal opportunities" and "diversified resources".

Advocating the diversification of teaching methods and learning styles. Under the background of digital economy empowerment, advocating student-centered teaching, emphasizing learning, thinking, and guidance in teaching, encouraging students to learn independently. Changing the traditional model centered on teachers, classrooms, and teaching materials, and improving students' abilities of independent learning and exploration.

Promoting the digital reform of examination and assessment methods. Under the background of digital economy empowerment, with the reform goal of examining the cultivation of students' practical abilities and the improvement of their quality, the diversification of assessment forms is advocated. The assessment method combining process assessment and summative assessment is actively promoted, and the process assessment results are reflected in the total score, prompting students to attach importance to their daily learning.

3. Innovation in New Business Talent Cultivation in Xinyang Normal University

Under the background of digital economy empowerment, how local colleges and universities can better cultivate applied talents who meet the development needs of local economy, culture, and industries is a new topic. Local colleges and universities cultivate applied talents through brand-new mechanisms and models, which are different from previous models in terms of the depth of talent cultivation, practical

framework, forms of school-enterprise cooperation, and teaching management. As a new talent cultivation model, in-depth and systematic research is needed on how to design the plan, conduct effective teaching management, carry out teaching effect evaluation, build the teaching staff, and innovate the management system. The content of this research and reform has achieved innovations in the following three aspects:

(1) Constructing a Multi-Collaborative “Competition-Teaching” Community

In the new era, there are more and more discipline competitions oriented to new economic formats, new lifestyles, and new operation models. A multi-collaborative “competition-teaching” promotion community composed of the college, internship units, software suppliers, and senior students has been established. An operation mechanism led by the dean, supervised by senior students, guided by internship units, and supported by software suppliers has been set up, forming a talent cultivation community with multi-participation, co-construction and sharing, and in-depth cooperation, which comprehensively enhances the vitality of school running. By constructing a new “competition-teaching” collaborative talent cultivation mechanism, optimizing educational resources, and comprehensively enhancing the vitality of school running, the problems of a single talent cultivation mechanism, rigid cultivation model, and weak teaching reform resources in the departments of new liberal arts in local universities have been effectively solved. It has innovative significance in innovating the cultivation model and improving the quality of talent cultivation, and has demonstration and reference value.

(2) Innovatively Reconstructing the New Business Talent Cultivation Curriculum System with the “Corporate Governance” Series of Core Courses as the Main Line

With the cultivation of corporate governance capabilities as the core, the “point-line-plane-body collaboration” is adopted for the top-level design of the talent cultivation plan. The core knowledge and curriculum system are systematically reconstructed and optimized. The knowledge of various disciplines is organically connected and integrated into the cultivation process around the main line of the “corporate governance” series of courses. A three-in-one dual-line BOPPPS teaching model is implemented, with projects as the guide, students as the main body, and teams as the unit to complete tasks, which effectively improves students’ business practice, innovative thinking, and teamwork abilities. A “2+3+4+Multiple” new business comprehensive practical teaching system has been constructed, and distinctive practical links such as the “senior students leading entrepreneurship” module for intensive training, the “entrepreneurship” simulation covering all students, and 100% of graduation thesis topics derived from actual corporate governance have been implemented, significantly enhancing students’ innovation and entrepreneurship capabilities.

(3) Creating a New “Four-Guidance and Two-Leadership” Quality Education Model

How to carry out effective quality education has always been a difficulty in higher business education. Under the new “Four-Guidance and Two-Leadership” quality education model, academic mentors and project mentors, on-campus mentors and enterprise mentors, as well as famous teachers and senior students, cooperate to implement professional education and quality education. Compared with the traditional education method of a single mentor or counselor, the “Four-Guidance and

Two-Leadership” quality education model can carry out quality education more targeted, effectively realizing the interactive integration of professional education and quality education, and has originality.

4. Effects of the Reform of New Business Talent Cultivation in Xinyang Normal University

The research results have played an important fundamental role in the construction of business programs in the Business School of Xinyang Normal University, and have achieved remarkable effects in revising the talent cultivation plan, constructing provincial first-class programs, and building provincial excellent teaching basic organizations. The specific effects of the application of the results are mainly reflected in the following four aspects:

(1) Forming a Series of High-Quality Results and Strongly Supporting Talent Cultivation

Focusing on the cultivation of new business innovation and entrepreneurship talents, during the implementation of the project, the team has formed a series of research results in courses, teaching materials, teaching research, professional construction, and practical platforms. These research results not only adapt to the new requirements of economic and social development under digital economy empowerment but also reflect the characteristic function of local colleges and universities to base themselves on the region and serve the local economic and social development. The research results have achieved remarkable effects in revising the new business talent cultivation plan and in the application forms for national first-class programs and first-class courses, strongly supporting the cultivation of new business talents in local universities. The Business School has become a teaching reform model of Xinyang Normal University in integrating social resources, exploring the new liberal arts talent cultivation model, and improving the quality of talent cultivation.

(2) Enhancing Students’ Awareness of Active Practice and Significantly Improving Practical Abilities

Relying on the multi-collaborative “competition-teaching” community, students’ innovation and entrepreneurship practical abilities have been significantly improved, their enthusiasm for independent exploration and active entrepreneurship has been stimulated, their teamwork abilities and enterprising spirit of pursuing excellence have been enhanced, and they have achieved excellent results in various discipline competitions at all levels. From 2020 to 2024, more than 90% of students participated in various discipline competition projects at all levels, won more than 100 awards in provincial and above competitions, and published more than 30 academic papers.

(3) Improving Graduates’ Comprehensive Quality and Enhancing Employability

The postgraduate enrollment rate of graduates has increased year by year, and the employment rate of graduating classes has exceeded 95%. Graduates have been widely praised by the society for their performance in work abilities, innovative awareness, and work responsibility in the face of new economic formats, new lifestyles, and new operation models. Their employability has been enhanced, and the proportion of graduates employed in listed companies and top 500 enterprises has increased significantly. In addition, the new “Four-Guidance and Two-Leadership” quality education model has promoted the solid development of internships, with

100% of students achieving “on-the-job” internships, which has been welcomed and praised by internship enterprises.

(4) Increasing Attention from Media and Peers, and Gradually Improving the School’s Social Reputation

The talent cultivation model and achievements of the Business School have received widespread social attention. Many newspapers and online media such as Guangming Daily and Henan Economic Daily have reported positively on it. In recent years, it has participated in more than 10 national education and teaching seminars, and has given keynote reports on the cultivation model of new business talents under digital economy empowerment for many times, which has aroused strong repercussions and been highly praised. It has been adopted by the business talent cultivation reform of local universities and achieved good results, winning high praise.

5. Research Limitations and Prospects

The reform of the business professional talent cultivation system in local universities is a systematic project that requires close cooperation among multiple departments. This requires local universities to form a cooperative network with local governments, industries, enterprises, and other external organizations to jointly cultivate high-quality business talents that meet the new requirements of the era. However, issues such as how to further break down the institutional barriers to open cooperation among various entities, how to further deepen the cooperation space, how to more reasonably jointly design curriculum modules and teaching content, how to more effectively realize the connection between teaching content and professional standards, and how to more effectively achieve the connection between business talents and the development needs of the local economy and society need to be further deepened and improved by the research team.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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