

# Specialized and Innovative Integration Course Construction: Practice and Action Mechanism of Business Management Training Courses

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**Abstract:** This paper focuses on the construction of business management training courses under the concept of specialized and innovative integration, and in - depth explores its practical forms and action mechanisms. By analyzing the characteristics of business management majors and the needs of innovation and entrepreneurship education, it elaborates on the significant importance of specialized and innovative integration courses in enhancing students' comprehensive qualities and cultivating innovative business management talents. It also analyzes the existing problems in the process of specialized and innovative integration of current business management training courses, such as the imperfect course system and insufficient teaching staff, and proposes corresponding solutions, including optimizing course content, building diversified teaching methods, and strengthening the construction of teaching staff. The aim is to provide theoretical basis and practical guidance for the reform of business management professional courses, promote the in - depth development of specialized and innovative integration courses, and improve the quality of talent cultivation.

**Keywords:** Specialized and Innovative Integration; Business Management; Training Courses; Practical Forms; Action Mechanisms.

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## 1. Introduction

In today's highly competitive business environment, the demand for business management talents by enterprises is increasing, and higher requirements for the comprehensive quality and innovation ability of talents have been put forward. Traditional business management education models focus on the imparting of theoretical knowledge, which is difficult to meet the market's demand for innovative and practical talents. The specialized and innovative integration courses have emerged as the times require, organically integrating professional education and innovation and entrepreneurship education, and providing a new way for cultivating business management talents that meet the needs of the new era. As an important part of professional education, business management training courses enable students to master management knowledge and skills through simulating actual business scenarios. The introduction of the specialized and innovative integration concept has further enriched the connotation and form of training courses, and played a key role in cultivating students' innovative thinking and entrepreneurial abilities.

## 2. Theoretical Basis of Specialized and Innovative Integration in Business Management Training Courses

(1) The Relationship between Innovation and Entrepreneurship Education and Professional Education

Innovation and entrepreneurship education is not independent of professional education, but permeates and promotes each other. Professional education provides a solid theoretical foundation and professional knowledge support for innovation and entrepreneurship education, enabling students to use the professional knowledge they have learned

to solve practical problems in the process of innovation and entrepreneurship. On the other hand, innovation and entrepreneurship education injects new vitality into professional education, stimulates students' interest and initiative in learning, cultivates students' innovative thinking and practical abilities, and broadens students' horizons and career development paths.

(2) The Connotation and Significance of Specialized and Innovative Integration

Specialized and innovative integration refers to the integration of innovation and entrepreneurship education into the entire process of professional education, achieving deep integration of the two in terms of course system, teaching methods, teaching staff, and practical platforms. In business management training courses, specialized and innovative integration is of great significance. On the one hand, it helps to break the shackles of traditional teaching models, closely integrate theoretical teaching with practical teaching, and enable students to exercise their practical operation abilities and problem - solving abilities in real or simulated business environments. On the other hand, by introducing innovation and entrepreneurship projects and cases, it stimulates students' innovative awareness and entrepreneurial spirit, cultivates students' team cooperation ability, leadership, and risk - taking awareness, and lays a solid foundation for students' future career development and entrepreneurial practice.

## 3. Practice Forms of Specialized and Innovative Integration in Business Management Training Courses

(1) Integration of Course Content

In business management training courses, the integration of course content is achieved. The basic theoretical knowledge module integrates basic knowledge of innovation and

entrepreneurship, such as innovative thinking, entrepreneurial opportunity evaluation, and business model innovation. Through case analysis and group discussion, students can grasp the basic concepts and principles, and lay a solid theoretical foundation.

The professional skills training module embeds innovation and entrepreneurship practice projects. In marketing training, students form teams to conduct market research, formulate and simulate marketing plans, and use innovative thinking to solve problems. In human resource management training, a startup company context is set, and students participate in team formation, recruitment, and other links to improve their professional skills and innovative abilities.

The innovation and entrepreneurship practice module has specific courses covering business plan writing, project roadshows, and simulated company operations. Students choose projects in groups and comprehensively simulate the entrepreneurial process from market research to risk assessment, effectively improving their entrepreneurial abilities and comprehensive qualities.

#### (2) Innovation of Teaching Methods

In business management teaching, it is crucial to innovate teaching methods. The project - driven teaching method uses real or simulated projects as a guide, allowing students to explore independently, use professional knowledge and innovative thinking to solve problems, and teachers are responsible for guidance and assistance, in order to stimulate interest and cultivate abilities.

The situational simulation teaching method uses multimedia and role - playing to present real - life business scenarios such as company establishment and market competition. Students immerse themselves in these scenarios, exert their creativity to try management strategies, and enhance their ability to deal with complex environments.

The case - analysis teaching method selects typical business management cases, organizes students to analyze various aspects of the operation of enterprises, guides them to find and solve problems, and cultivates critical thinking and innovative awareness.

The maker space and practice base teaching method relies on the maker space within the school and the practice base outside the school to build a practical platform for students. Students carry out project incubation and other activities within the school, and participate in enterprise operation practice outside the school to accumulate experience and improve their entrepreneurial abilities and comprehensive qualities.

#### (3) Construction of Teaching Staff

In order to strengthen the construction of the business management teaching staff, various measures have been taken. On the one hand, professional teachers are organized to participate in training, seminars, and academic exchanges related to innovation and entrepreneurship education, experts and business people are invited to give lectures and training at the school, and at the same time, teachers are encouraged to self - study, participate in online courses, and obtain professional qualification certificates to improve the concept of innovation and entrepreneurship education and the level of specialized and innovative integration teaching.

On the other hand, entrepreneurs, executives, and technical experts with rich practical and entrepreneurial experience are hired from enterprises to serve as part - time tutors, participate in the teaching of training courses and project guidance. They bring real - life business cases and practical experience to

students, share industry trends, guide practical and entrepreneurial activities, and complement the advantages of school teachers to jointly build a specialized and innovative integrated teaching staff, helping to improve the quality of teaching.

## **4. Action Mechanism of Specialized and Innovative Integration in Business Management Training Courses**

### (1) Course System Optimization Mechanism

In order to optimize the business management training course system, corresponding mechanisms have been established. In terms of course goal positioning, the focus is on the dual improvement of professional literacy and innovation and entrepreneurship abilities. According to the requirements of professional talent training programs and innovation and entrepreneurship education, specific goals are formulated, such as enabling students to have professional knowledge and skills, innovative thinking, etc.

The course module design constructs a core system of specialized and innovative integration, including basic theoretical knowledge, professional skills training, innovation and entrepreneurship practice, and comprehensive quality expansion modules. Each module is interrelated and supportive, and the content progresses from basic to practical, enhancing students' comprehensive abilities.

In terms of course evaluation system, a scientific evaluation system has been established to comprehensively assess the effectiveness of teaching. The indicators cover learning outcomes, innovation abilities, etc., and use various methods such as teacher evaluation and student self - evaluation. According to the results, the course content and teaching methods are optimized to improve the quality of teaching.

### (2) Teaching Resource Integration Mechanism

In order to optimize the teaching resources of business management training courses, various resources are integrated. In terms of human resources, the internal teachers of the school and the external human resources of enterprises are integrated to build a part - time and full - time teaching staff, strengthen the communication and cooperation between the two parties, jointly teach, and establish a database of enterprise tutors to ensure the quality of teaching.

In terms of material resources, full use is made of the school's laboratories and other resources, the off - campus practice bases are expanded, and enterprises are cooperated with to provide practical opportunities for students. At the same time, information technology means such as online courses are used to integrate resources and improve the efficiency of resource utilization.

In terms of financial resources, increased funding is invested to meet the financial needs of course construction, and funds from multiple channels such as the government and enterprises are sought. The management and supervision of fund usage are strengthened to ensure the rationality and effectiveness of funds.

### (3) Practice Platform Construction Mechanism

In the construction of on - campus practice platforms, the construction of the school's business management training center is strengthened, and advanced training equipment and software are equipped to build a practical environment for simulating enterprise operations. Within the training center,

various functional laboratories such as marketing laboratory, human resource management laboratory, financial management laboratory, and e-commerce laboratory are set up to meet the practice needs of students in different professional directions. At the same time, a maker space for business management within the school is established to provide students with a practical platform for entrepreneurial project incubation, product development, and business model innovation, and create a good atmosphere for innovation and entrepreneurship.

In the construction of off-campus practice bases, close industry-university-research cooperation relationships are established with various enterprises to jointly build off-campus practice bases. According to the actual needs of enterprises and the professional characteristics of students, students are arranged to go to off-campus practice bases for internships, practice, and entrepreneurial activities. In the construction of off-campus practice bases, the stability and sustainability of the bases are emphasized, and a sound internship management system and assessment and evaluation mechanism are established to ensure the effectiveness and safety of students' internships at the practice bases. At the same time, communication and exchange between the school and enterprises are strengthened to timely understand the needs of enterprises and market dynamics, and continuously adjust and optimize the content and methods of practical teaching.

In the construction of innovation and entrepreneurship competition platforms, students are actively organized to participate in various innovation and entrepreneurship competitions, such as the "Internet Plus" College Students' Innovation and Entrepreneurship Competition and the Challenge Cup College Students' Entrepreneurship Plan Competition. Through the competition platform, students' enthusiasm for innovation and entrepreneurship is stimulated, their practical abilities and team cooperation abilities are exercised, and their level of innovation and entrepreneurship is improved. At the same time, the school should strengthen the organization and guidance of innovation and entrepreneurship competitions, establish a special competition fund, reward winning students and instructors, and create a good atmosphere for innovation and entrepreneurship competitions.

## 5. Conclusion and Outlook

This paper, through the study of the practice forms and action mechanisms of business management training courses in the construction of specialized and innovative integration courses, elaborates on the practical exploration and action strategies in aspects such as course content integration, teaching method innovation, teaching staff construction, course system optimization, teaching resource integration, and practice platform construction. Taking [a specific school] as an example, a case analysis was conducted to verify the effectiveness and feasibility of the construction of specialized and innovative integration courses in cultivating innovative business management talents.

However, the construction of specialized and innovative integration courses is still in the exploration stage, and there are still some problems and shortcomings, such as the need for further improvement of the course system, the need for further improvement of the implementation effect of teaching methods, and the need for further enhancement of the specialized and innovative integrated teaching ability of the

teaching staff. In future research and practice, it is necessary to further deepen the understanding of the construction of specialized and innovative integration courses, strengthen the overall design and optimization of the course system, continuously innovate teaching methods and means, increase the training efforts of the teaching staff, improve the practical teaching platform and evaluation system, promote the in-depth development of specialized and innovative integration in business management training courses, and provide strong support for cultivating more innovative business management talents that meet the needs of the new era.

In summary, the construction of specialized and innovative integration courses is an important direction for the reform of business management professional education. It is of great significance for improving the quality of talent cultivation and promoting the comprehensive development of students. Through continuous exploration and practice, and the improvement of the practice forms and action mechanisms of specialized and innovative integration courses, new vitality and momentum will be injected into the development of business management majors, and more high-quality business management talents with innovative spirit and practical ability will be cultivated for the society.

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## Author Biography

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