

Original Paper

Analysis of Talent Cultivation Methods for Digital Commerce

Professional Groups

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Abstract

With the advent of the digital economy era, business education is also facing new challenges and opportunities. The digital commerce professional group, as a new educational concept and carrier, provides new ideas for the integration and exchange of various business majors in vocational education. In this digital and intelligent era, commercial activities are no longer limited to the traditional real economy, but increasingly rely on digital technology and internet platforms. Therefore, cultivating talents with professional knowledge and skills in digital commerce has become an urgent task in business education. This article mainly analyzes the methods of cultivating talents in the digital commerce professional group.

Keywords

Digital commerce, Professional group, Talent cultivation, Method

1. Introduction

The analysis of talent cultivation methods for digital commerce professional groups is an important topic in business education. By re examining the curriculum and teaching methods, interdisciplinary integration, and the cultivation of innovative thinking and entrepreneurial spirit, we can effectively cultivate business talents who meet the needs of the digital economy era. This is not only of great significance for the personal career development of students, but also plays an important role in promoting the development of the digital economy and the prosperity of the social economy.

2. Analysis of the Current Situation of Talent Cultivation in the Digital Commerce Professional Group

2.1 Definition and Characteristics of Digital Commerce Professional Group

The digital commerce professional group refers to a professional group that is based on digital technology and combines business and trade knowledge to cultivate talents with digital business operation and e-commerce management capabilities.

The digital commerce professional group focuses on cultivating students' digital business operation abilities. With the rapid development of the Internet and information technology, digital business operations have become an important means of enterprise development. Therefore, the digital commerce professional group focuses on cultivating students' skills in e-commerce platform operation, network marketing, data analysis, etc., so that they can proficiently use digital technology for business operations. The digital commerce professional group focuses on cultivating students' e-commerce management skills. Students in the digital commerce professional group need to have basic knowledge of business and trade, as well as understanding the relevant theories and practices of e-commerce. They need to learn knowledge about strategic planning, market analysis, supply chain management, and other aspects of e-commerce in order to effectively manage and make decisions in a digital business environment. The digital commerce professional group focuses on cultivating students' innovation and entrepreneurial abilities. The competition in the field of digital commerce is fierce, and to succeed in this field, students need to possess innovative thinking and entrepreneurial spirit. The digital commerce professional group cultivates students' innovation awareness and entrepreneurial ability by offering innovation and entrepreneurship courses and practical projects, enabling them to find their own development opportunities in the field of digital commerce.

2.2 Analysis of Talent Demand for Digital Commerce Professional Group

With the rapid development of the digital economy, the demand for talent in the digital commerce industry is also increasing. The digital commerce industry requires talents with good digital thinking and technical abilities. These talents can use digital technology and tools to conduct market analysis, data mining, and marketing promotion, thereby improving the competitiveness and market share of enterprises. At the same time, the industry requires talents with innovative abilities and entrepreneurial spirit. They can continuously innovate and improve their business models, explore new markets and business areas, and bring more business opportunities and profits to the enterprise. In addition, the digital commerce industry also requires talents with cross-cultural communication and international business capabilities. They can effectively communicate and cooperate with business partners from different countries and regions, and carry out cross-border e-commerce and international trade businesses.

2.3 Evaluation of the Current Situation of Talent Cultivation in the Digital Commerce Professional Group

At present, there are some problems in the talent cultivation work of the digital commerce professional

group. Mainly manifested in the following aspects:

1. There is a lag in the curriculum design of educational institutions, which cannot keep up with the development trends of the industry in a timely manner. This leads to students often lacking skills and knowledge that match market demand when facing employment after graduation.
2. The teaching methods and means are relatively traditional, lacking innovation and practicality. Students mainly passively receive knowledge in the classroom, lacking opportunities for practical operation and experience.
3. The teaching staff is relatively insufficient, and there is a lack of talents with practical industry experience in the teaching team. This results in teachers being unable to truly understand the latest trends and needs of the industry, and unable to provide practical guidance and advice to students.
4. Student internships and employment opportunities are relatively limited. Due to the increasing demand for digital commerce talents in the industry, internships and job opportunities are relatively scarce, leading to employment difficulties for students after graduation.

3. Exploration of Talent Training Methods for Digital Commerce Professional Group

3.1 Curriculum and Teaching Methods

3.1.1 Strengthen the Core Curriculum Design of the Digital Commerce Professional Group

The core curriculum of the digital commerce professional group should closely revolve around the development trends and needs of the digital commerce industry. Establish a series of basic courses, such as principles of e-commerce, digital marketing, data analysis, etc., to help students establish a basic understanding and understanding of the digital commerce industry. These courses can be taught through a combination of theoretical teaching and case analysis, enabling students to integrate theory with practice and master the basic concepts and operational models of digital commerce. Set up some professional courses, such as e-commerce platform operation, cross-border e-commerce, digital supply chain management, etc., to cultivate students' professional abilities in specific fields. These courses can adopt project-driven teaching methods, allowing students to learn and master relevant skills through practical operations and practical projects. At the same time, industry experts and enterprise representatives can be invited to give lectures and practical guidance, allowing students to have a deep understanding of the latest trends and actual operations in the industry. Some extension courses can also be set up, such as innovation and entrepreneurship, digital marketing strategies, etc., to cultivate students' innovative thinking and practical abilities. These courses can adopt teaching methods such as group discussions, case studies, and practical projects, allowing students to actively think and solve practical problems, cultivating their innovation awareness and team cooperation ability.

3.1.2 Promote the Application of Practical Teaching Methods

Practical teaching is an effective way to cultivate students' practical operation ability and problem-solving ability. In the digital commerce professional group, the application of practical teaching methods can be achieved by introducing real business cases, allowing students to learn

through practice and better understand and apply the knowledge they have learned. Students can analyze problems in real cases, propose solutions, and verify their effectiveness in practice. This practical teaching method can help students cultivate their ability to solve practical problems. By organizing students to conduct inspections in actual business environments, students can personally experience and experience the entire process of business operations. Students can gain a better understanding and application of their knowledge by conducting on-site inspections to understand market demand, competition, and other practical situations. Field visits can help students cultivate market insight and judgment. Students can also be organized to participate in practical projects, which can take the form of simulating business operations, entrepreneurial practices, etc., allowing students to exercise their abilities in practice. Students can cultivate teamwork, innovation, and problem-solving abilities through practical projects. In practical teaching, teachers should strengthen guidance and guidance for students. Teachers can discover students' problems and confusions in a timely manner through practical teaching, and provide guidance and answers. Teachers can also use feedback mechanisms in practical teaching to timely evaluate students' practical achievements and help them continuously improve and improve.

3.2 Strengthen the Organization and Management of Internships and Practical Training

In order to improve students' practical abilities and employment competitiveness, schools and enterprises need to work together to establish effective internship and training mechanisms. Schools and enterprises should establish a close cooperative relationship. By signing a cooperation agreement with the enterprise, the responsibilities and obligations of both parties are clarified. Schools can send specialized teachers or instructors to enterprises for guidance and management of internships and practical training, ensuring that students can receive effective guidance and training. Schools can develop detailed internship and training plans based on professional requirements and students' actual situations, clarifying the tasks and goals that students need to complete during the internship and training period. Enterprises can provide corresponding internship and training positions and resources according to the requirements of the school, providing students with more comprehensive practical opportunities. Schools can also use internship reports, internship scores, and other methods to evaluate students' internship and training situations, identify problems in a timely manner, and provide guidance and assistance. Enterprises can evaluate students through their performance during internships, actual work results, and other methods, providing feedback to schools on their actual abilities and performance. In addition, regular communication meetings or symposiums can be organized between students and enterprises to understand their performance and needs during internships and practical training, and to promptly solve problems and take improvement measures. Enterprises can dispatch specialized personnel to communicate with schools, provide information and guidance related to internships and practical training, and jointly promote the smooth progress of talent cultivation work.

4. Project Driven Talent Cultivation Model

4.1 Developing Project-driven Instructional Design

Project driven instructional design can enable students to engage in practical operations in actual projects, cultivating their practical skills and problem-solving abilities. In teaching design, emphasis should be placed on practical operations. Students need to practice in real projects and learn relevant knowledge and skills through practical operations. This can enable students to have a deeper understanding and mastery of the learned content, and be able to apply theoretical knowledge to practical projects. Project driven instructional design focuses on cultivating problem-solving abilities. In the project, students will face various problems and challenges that require them to actively think and solve problems. By solving practical problems, students can cultivate their problem-solving and innovative abilities. In addition, project-driven teaching design also emphasizes the cultivation of teamwork ability. Students need to collaborate with other members to complete project tasks together. Through teamwork, students can learn to collaborate, communicate, and coordinate with others, and develop their own teamwork skills.

4.2 Establish a Project-driven Evaluation and Feedback Mechanism

Establishing a project-driven evaluation and feedback mechanism is a key link in the talent cultivation method of digital commerce professional groups. The purpose is to promote students' learning and growth through evaluation and feedback on their participation in the project. The evaluation mechanism should include a comprehensive evaluation of students' participation in the project, which is achieved through regular project evaluations. The evaluation content includes the completion status of the project, students' performance in the project, team cooperation ability, and other aspects. Adopting various evaluation methods, such as project reports, demonstrations, oral defense, etc., to comprehensively understand students' actual abilities and potential. After project evaluation, timely feedback should be given to students, highlighting their strengths and weaknesses, and proposing specific improvement suggestions. At the same time, individual interviews or group discussions with students can be conducted to further understand their learning needs and difficulties, providing them with more personalized guidance and support. The evaluation and feedback mechanism should also be combined with the curriculum and teaching methods. By combining project evaluation with course evaluation, students can better understand the knowledge and skills learned in the project, and adjust and improve the design and teaching methods of the course. At the same time, it can also promote the improvement of teaching quality and effectiveness by introducing the process of student evaluation of teachers.

5. Conclusion

The improvement of talent cultivation methods for digital commerce professional groups is conducive to improving the quality of talent cultivation, adapting to industry development needs, and cultivating interdisciplinary talents with innovative and practical abilities. The digital commerce industry is in a

rapid development stage, and the demand for talent is also constantly changing. Traditional talent cultivation methods may not meet the needs of the industry. Improving talent cultivation methods to better align with the trends and needs of industry development is of great significance for promoting the development of the digital commerce industry and enhancing industry competitiveness.

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