Analysis and Research on the Cultivation of New Business Technology Talents under the Background of Big Data Technology

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Abstract: The advent of the era of big data has brought great changes to accounting work, and vocational colleges and universities, as the main place for cultivating application-oriented new business talents, need to change the way of talent training in time in the face of this change. By describing the impact of the era of big data on the demand for new business talents, this paper analyzes the analysis of the training of new business and scientific and technological talents in vocational colleges and universities in the era of big data from the perspectives of talent training target positioning, professional curriculum setting and teacher quality, accurately locates the talent training goals of new business professional groups in vocational colleges, scientifically sets up the curriculum system, and comprehensively improves the teaching staff.

Keywords: Big Data; New Business; Professional Group; Talent Training

Introduction

The talent training topics studied in this paper mainly focus on the rise of the Internet has driven the development of many related industries, and big data technology is widely used in the industry, and has broad application space in scientific research, government management, medical services, business services and other fields. The training of new business talents in vocational colleges and universities includes financial management, big data and accounting, marketing, human resource management, modern logistics management and other majors, and many enterprises have introduced a large number of new digital technologies. This project focuses on big data and blockchain technology, and guides vocational undergraduate colleges to establish a talent training model suitable for their own reality, which is of great practical significance.

1. Research background

The newly revised Vocational Education Law of the People's Republic of China (hereinafter referred to as the "Vocational Education Law") came into force on May 1, 2022. The urgency of improving discipline construction and new technologies, new processes and new concepts is reflected in this change in vocational education law, and in recent years, many vocational colleges and universities have opened artificial intelligence, big data and accounting, e-commerce and other majors. The newly revised Vocational Education Law also emphasizes the introduction of new digital technologies and vigorously promotes the construction of a talent training system of "new technology + industry application".

After the National Education Conference, the concept of "new business" was put forward, and according to the demand of the supply side of the real economy, it took the road of market-oriented and enterprise-oriented cooperation. Article 20 of vocational education proposes that vocational education provides institutional guarantee and talent support for serving modern manufacturing, modern service industry, modern agricultural development and vocational education modernization, and cultivates high-quality workers and technical skills.

Ministry of Education's Catalogue of Vocational Education Majors (2021): The accounting major was renamed the big data and accounting major, and the logistics management major was renamed to the current logistics management major; Optimize and

strengthen relevant professional settings in 5G, artificial intelligence, big data, cloud computing, Internet of Things and other fields. Adapt to the trend of digital transformation and advanced industrial foundation, and comprehensively carry out digital transformation from professional names to connotations of data-driven, human-machine collaboration, cross-border integration, and co-creation and sharing of intelligent forms for different industries.

2. Research content

Through the research of this paper, the new economy driven by new science and technology puts forward new requirements for talent demand, and the concept of industry-education integration penetrates into the whole process of talent training is the only way to meet the needs of rapidly developing talents. Promote the establishment of a business talent training and professional teaching system that integrates development. Further break the barriers of disciplines and specialties, promote the deep integration between new business majors in the productive service industry, "new technology empowers industrial development" in vocational colleges and universities corresponds to "new technology empowered talent training", through the research of this project, explore and establish a set of professional interaction, skill exchange, discipline integration, and combination of theory and reality of new business talent training system.

3. The construction of a training model for new business technology talents under the background of big data technology

3.1 Accurately locate talent training goals

The professional team combines the characteristics of running the school and the existing enrollment majors to form a new business professional cluster in the productive service industry, and the consistency of each professional service object determines the basic logical starting point of the group. Based on the development trend of Internet +, intelligent manufacturing, big data and high-end manufacturing, intelligent commerce will be an important driving force for leading the transformation and upgrading of productive enterprises, so the establishment of new business professional clusters in the productive service industry meets the basic needs of China's current modern service industry development, and is also the basic requirements for adapting to the optimization and upgrading of docking industries and regional industries.

Professional group talent training positioning: This professional group takes big data and accounting as the main body, covering e-commerce, business administration, modern logistics management, marketing, e-commerce, its main service objects are people and property, and its job position is characterized by the variability of work objects and comprehensive work requirements. This puts forward certain requirements for the comprehensive quality of students. Students are required to have good basic quality and high ideological realm, have a certain level of science and culture, good humanistic literacy, scientific literacy, professional ethics and craftsman spirit of excellence, a certain international vision, innovation and entrepreneurship ability, strong employability and sustainable development ability, master more systematic basic theoretical knowledge of accounting and financial big data analysis, management technical skills, have a certain big data technology application, industry-finance integration program design, accounting and tax business processing practical ability, cultivate diversified, Compound high-quality technical and skilled personnel.

3.2 Reconstruct the curriculum system

School-enterprise in-depth cooperation, jointly develop talent training programs, form a training system that integrates students' humanistic qualities, professional knowledge, vocational skills and professional qualities, and realize the "dual integration" of school-enterprise education. Through the alternating training of engineering and learning, through the four stages of "recognizing the post, integrating the post, following the post, and being on the job", the post is achieved. The shared curriculum system is divided into three levels: bottom-level sharing, middle-level separation, and top-level sharing.

Set up professional group platform big data courses, all professional students must open, including big data foundation, financial big data analysis, Python development and application, business data analysis, visual analysis, RPA robot application and other big data courses, cultivate students using big data, intelligent technology for financial data mining, cleaning, sorting, analysis and visual presentation of technical skills, with big data and other technical capabilities of compound financial and business talents.

3.3 Build a high-level structured and innovative teaching team

Cultivate a professional and high-quality team of dual-innovation teachers, and build a team of "dual-type teachers" with high teaching level, strong practical skills and broad knowledge. Strengthen the professional training of key entrepreneurial teachers, support teachers' on-the-job training, and encourage teachers to participate in innovation and entrepreneurship practices in industries, enterprises, and scientific research institutes. This program recruits more than 10 part-time teachers, including industry leaders, entrepreneurs, venture capitalists, and successful entrepreneurs, from all walks of life to expand the teaching team of innovation and entrepreneurship education. Regularly organize teacher training, practical training and exchanges, and actively explore rich and colorful innovation and entrepreneurship practices. Equipped with innovation and entrepreneurship practice tutors in proportion to strengthen the guidance of students' practical skills and the cultivation of innovation and entrepreneurship ability. Focus on guiding them to carry out national or provincial college students' innovation and entrepreneurship training programs, on-campus entrepreneurship incubation projects and independent entrepreneurship projects that combine professional and industry development.

4. The application and promotion effect of achievements

4.1 The strength of professional school-running has been enhanced, and the degree of social recognition has been improved

The new business professional group of productive service industry has achieved fruitful results in the construction process, won 4 teaching achievements and won the provincial education department award and the second prize of the National E-commerce Industry Steering Committee, and the major successfully applied for the demonstration major of innovation and entrepreneurship education in colleges and universities in Gansu Province. Won the Outstanding Teacher Award of the 5th National Huang Yanpei Vocational Education Award. The professional team guided students to participate in innovation and entrepreneurship competitions and won 1 national award, 2 provincial gold awards, and 2 provincial special prizes; 1 national-level and 2 provincial-level projects for student innovations; Guide students to participate in the Gansu Accounting Skills Competition and obtain the provincial first grade for 3 consecutive years; The team has 1 provincial-level famous teacher of innovation and entrepreneurship education, and 1 provincial-level resource bank construction of the new business professional group of productive service industry.

4.2 Enhance students' professional qualities and improve the quality of employment

Focusing on the "Belt and Road" initiative, adhering to the principle of "going out, please come in", we take the initiative to meet the development needs of industries, industries and enterprises, and continue to send qualified graduates to the society. The professional team guided students to participate in innovation and entrepreneurship competitions and won 1 national award, 2 provincial gold awards, and 2 provincial special prizes; 1 national-level and 2 provincial-level projects for student innovations; Guide students to participate in the Gansu Accounting Skills Competition and obtain the provincial first grade for 3 consecutive years; Students' professional qualities have been enhanced and the quality of employment has been improved.

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