

Original Research Article

Research on Cultivating Practical and Innovative Abilities of Business Majors Students with the Integration of Knowledge and Action

Zhijun Liu

Chengdu Experimental Foreign Language School, Chengdu 610000, China.

Abstract: The cultivation of practical and innovative abilities for students majoring in business is an essential part of higher education. The article points out the problem of insufficient practical and innovative abilities among contemporary college students. With the teaching philosophy of "integrating knowledge and action", it puts forward views on how to improve the practical and innovative abilities of business majors from three aspects: teaching system, student independent practical innovation, and social practical resources.

Keywords: Integration of knowledge and action; Business major students; Practice; Innovate

1. Preface

Practice and innovation are important links in cultivating the independent ability of business students. Practice leads to true knowledge, and innovation can promote economic progress and development. Currently, business colleges and universities regard the cultivation of practical and innovative abilities as an important task, making it an important indicator for measuring students majoring in business. However, from the current teaching effectiveness, students in business colleges and universities still lag behind in cultivating practical and innovative abilities, which has brought certain negative impacts on their employment.

2. Research background

Strengthening the cultivation of practical and innovative abilities among college students is a fundamental goal of higher education in China. In the report of the 18th National Congress of the Communist Party of China, it is also clearly stated that the basic requirements for talent cultivation in universities are to focus on improving the quality of education, cultivating the sense of social responsibility, innovative spirit, and practical ability of college students. Among them, the integration of knowledge and action is the core content.

The significance of the unity of knowledge and action is the unity of knowledge and action, which was first proposed by the Ming Dynasty philosopher Wang Shouren. Knowledge refers to the understanding of the objective world, manifested in images, language, text, symbols, etc. Okay, that's behavior, that's practice. Mastering the integration of knowledge and action can meet the needs of society and adapt to the development of the times for business students. It can be seen that enhancing the practical and innovative abilities of students majoring in business is a necessary condition for their employment development.

3. The importance of cultivating practical and innovative abilities for students majoring in business who integrate knowledge and action

Practical ability mainly includes two levels: on the one hand, basic ability; On the other hand, it is professional ability and operational ability, which means having the ability to analyze and solve problems under

the guidance of theoretical knowledge. At the same time, practical ability is also the ability of humans to consciously and purposefully reform society and transform the objective world. Innovation is the sublimation of practice, and innovation ability refers to the ability to propose and implement new technologies, perspectives, methods, and processes. Business majors who integrate knowledge and action must possess practical and innovative abilities in order to meet the needs of social development and become outstanding talents in today's era.

4. The current situation of cultivating practical and innovative abilities among students majoring in business who integrate knowledge and action

4.1. Lack of independent practice and innovation ability cultivation among students

The traditional education model in our country mainly focuses on exam oriented education, and lacks emphasis on cultivating practical and innovative abilities. The main characteristic of students in exam oriented education is to follow the teacher's ideas, which limits their divergent thinking. On the other hand, as college students, we are addicted to the correct answer and feel helpless when faced with innovation without a fixed answer. In addition, college students are psychologically fragile, have poor resistance to oppression, and their psychological resilience and problem-solving abilities need to be improved.

4.2. The school does not attach enough importance to the improvement of practical and innovative abilities

The concept that schools do not attach importance to practical and innovative abilities still exists. Students spend most of their time in school mastering theoretical knowledge, lacking experience in practical teaching and on-site internships. In addition, due to the constraints of internship funding, both on campus and off campus internship teaching and internship bases cannot be carried out normally. In terms of management, schools lack institutional constraints on extracurricular practice, and students' extracurricular practice cannot be guaranteed, especially in terms of base construction and organization, which cannot form a scientific and systematic management approach. There is a lack of assessment system for off campus practice, and there is no comprehensive evaluation plan or internship evaluation for students, so it is difficult for students to achieve significant results in practice.

5. Measures for practical and innovative problem-solving abilities of students majoring in business who integrate knowledge and action

5.1. Establish a sound curriculum teaching system and improve teaching content

Firstly, the talent cultivation system for students majoring in business should focus on cultivating their practical and innovative abilities as the main teaching content, and revolve around the three core talents cultivation of "professional knowledge+professional ability+professional literacy", improve teaching, and establish a sound teaching system. The cultivation of practical and innovative abilities is not only theoretical knowledge, but also enables students to master relevant skills through various teaching methods such as professional internships, eye-catching training, entrepreneurial projects, and simulation experiments, thereby enhancing their professional knowledge and innovative abilities.

Secondly, teachers should transform their teaching mode and implement a competitive approach in the teaching of students majoring in business. Teachers adopt this innovative teaching model, with students as the

main body, encouraging them to actively participate in relevant competitions, discovering, thinking, and solving problems during the competition. Students not only consolidate their professional knowledge but also improve their professional skills through competitions.

Once again, in order to improve students' professional practical abilities, it is necessary to fully utilize online teaching resources and tailor teaching to individual needs. With the help of "Internet plus" and the combination of "online" and "offline", students can comprehensively improve their professional practice ability and stimulate their interest in learning business professional knowledge. Utilize internet platforms for self-directed learning, consolidate knowledge, master more learning methods and problem-solving skills. At the same time, students can practice and improve their professional skills through some enterprise software such as financial sharing, taxation, and enterprise management.

Finally, establish a reward and punishment mechanism to encourage students to participate in teacher research activities and cultivate their practical and innovative abilities. Research from the Department of Chemistry at Duke University in the United States has shown that when students collaborate with their mentors to study selected content, they will actively consult literature, engage in discussions, and solve problems when encountering them. It is both a challenge and an opportunity. In the process of constantly solving problems, students will gain new discoveries, not only solving problems but also cultivating their innovation ability, achieving a dual improvement of practice and innovation.

5.2. Students should independently strengthen the cultivation of innovation and practical abilities

Business students should attach great importance to the cultivation of practical and innovative abilities, and schools should provide financial support, including experimental training and scientific research innovation education for students majoring in business. Mastering professional knowledge while strengthening practical abilities is a requirement for business students to integrate knowledge and action. Mastering professional knowledge is fundamental and the foundation for students majoring in business. The comprehensive knowledge system of business majors includes: information science, sociology, economic theory, legal theory, management theory, business management, marketing management, human resource management, financial management, strategic management, and other fields. In addition, business students should also proficiently master legal knowledge such as economics, business law, and taxation.

Mastering professional knowledge is fundamental, and strengthening practical abilities is the core of learning for students majoring in business. Strengthening practical ability mainly requires students to master and cultivate necessary professional skills, techniques, and techniques. Business majors require students to master skills such as market research, marketing planning, financial analysis, strategic management, and accounting, all of which require their participation in practice and innovation. In addition, on the one hand, students can enhance their practical abilities through courses related to practical training and experiments offered by the school, simulated project training, market participation, and specialized internships. Throughout the semester, students not only need to master the basic knowledge of business majors, but also actively participate in practice, and integrate practice throughout the entire semester to enhance their practical and innovative abilities. On the other hand, students can participate in various competitions to stimulate their passion for innovation and strengthen their practical abilities. Only with professional basic knowledge and excellent professional abilities can one become a versatile and all-round talent in various financial management, enterprise and public institution, administrative personnel resource management, accounting, auditing, marketing and legal management

consulting, etc.

5.3. Integrate social practice teaching resources comprehensively

5.3.1. School enterprise cooperation

To better cultivate students' practical and innovative abilities, schools should fully leverage the advantages of school enterprise cooperation, fully utilize the high-quality resources provided by various enterprises, and provide practical opportunities for students. Schools provide venues and teachers, while enterprises provide funding, resources, and experience to establish a common laboratory. Under the premise of clarifying the purpose of the experiment and based on the demand of enterprises for talents, the school has cultivated composite talents who understand theory and practical operations in the basic teaching mode. In the process of practice, not only does it increase interest, but it also makes up for the shortcomings of traditional teaching models that are strong in theory and weak in practice. This new teaching model also greatly enhances students' enthusiasm for learning. In addition, schools should actively seek internship bases for school enterprise cooperation, expand student training bases, fully utilize the advantages of schools and enterprises, and optimize talent training models.

5.3.2. Establish a second classroom learning format

The second classroom is a teaching organization model. This model involves organizing teachers and classmates with common interests together to conduct specialized research on a particular topic. The teacher sets up the course, and interested students sign up independently. Participating students form a community with each other's mentors, establish WeChat groups for information exchange, and participate in college skill competitions or enterprise projects with mentors both on and off campus. Students have gained a sense of achievement and satisfaction through the entire participation process, not only gaining experience, but also mastering the ability to solve problems. Throughout the entire participation process, students' trust is doubled, and their enthusiasm and initiative in learning are greatly improved.

5.3.3. Establish a long-term cooperation mechanism between schools and enterprises

Education is of paramount importance for national development, and the primary task of schools is to cultivate students' innovative and comprehensive practical abilities. Governments at all levels should also introduce relevant policies to ensure the orderly development of school work, urging state-owned enterprises and institutions to assume their social responsibilities and accept graduates from corresponding majors in universities for practice and learning. To encourage private enterprises to actively participate in the construction of teaching bases, governments at all levels need to formulate corresponding policies for talent, industry access, and tax incentives and subsidies. At the same time, schools should actively improve the cooperative operation mechanism, formulate research strategies, and establish strategic goals. The establishment of a long-term cooperation mechanism between schools and enterprises not only achieves talent transfer and project cooperation, but also strengthens communication between schools and enterprises, achieving the goal of win-win cooperation between schools and enterprises. In the process of formulating teaching documents, schools and enterprises should establish long-term communication channels and systems, jointly discuss training plans, training objectives, and practical aspects. Schools and enterprises should strengthen communication to prevent disagreements arising from work concepts and methods. Reaching consensus between school training and corporate needs, collaborating with each other to provide a platform for cultivating students' social practice, innovation, entrepreneurship, and employment abilities

6. Conclusion

In short, the cultivation of practical and innovative abilities among students majoring in business requires theoretical support of the integration of knowledge and action. Business students not only need to strengthen their professional practical skills and technical training, but also need to improve their professional knowledge literacy. Business major students need multiple factors to collaborate in order to ensure substantial improvement in practice and innovation while practicing the unity of knowledge and action.

References

1. Ding Fei, Zhang Xingyuan, Liu Hui. Reform and Practice of Innovative Practice Ability Training Model for Mechanical Engineering Students Based on OBE Concept [J]. *Journal of Liaoning University of Engineering and Technology (Social Science Edition)*, 2021,23 (04): 316-320
2. Yin Yajie, Nie Chunyu, Zhang Guofa, Ren Guoling, Yuan Gaixia. Exploration and practice of cultivating innovative practical abilities for students majoring in biology in local universities [J]. *Anhui Agricultural Science*, 2021, 49 (14): 271-273
3. Peng Lei, He Wenmin, Li Bingliang. Research and practice on the cultivation path of innovation and entrepreneurship ability for students majoring in railway construction in vocational colleges [J]. *Vocational and Technical Journal*, 2021-20 (06): 40-44
4. Li Chuanxian. Research on the cultivation of practical and innovative abilities among undergraduate students majoring in business who integrate knowledge and action [J]. *Journal of Higher Education*, 2020, (13): 48-51
5. Ma Yang. Ways to cultivate practical abilities of music majors in universities under the background of innovation and entrepreneurship education [J]. *Yellow River Voice*, 2020, (08): 112-113