

An Analysis of the Main Bottlenecks in the Cultivation of Excellent Economic Management Talents in Chinese Higher Education

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Abstract: The rapid development of China's economy has put forward higher requirements for the quality of Economic Management Talents, and outstanding talents need to have strong innovation ability, this puts forward new requirements for the orientation of training objective and teaching reform of economic management in China's education. This paper analyzes the necessity and urgency of the outstanding talents in economic management in China's higher education from the aspects of theoretical teaching, practical teaching, training mode, training quality and cooperation between universities and enterprises, these problems should be an important link in the reform of Chinese higher education.

Keywords: Economic Management Major, Outstanding Personnel Training, Bottleneck

1. Introduction

The rapid development of China's economy has put forward higher requirements for the quality of economic management talents, especially emphasizing the need to have strong innovation ability, which puts forward the corresponding goal orientation and new requirements for the teaching, training and reform of economic management in colleges and universities in our country. At present, the educational and academic circles are quite enthusiastic about the discussion and research on the cultivation of outstanding talents, and have advocated the implementation of outstanding talents cultivation plan in humanities, social sciences and science and engineering, promoting the innovation and development of comprehensive talent training mode. Many experts and scholars have made a great deal of exploration and practice on the innovation of the training mode of economic management talents in colleges and universities. The cultivation of innovation ability of students majoring in economics and management is an important problem to be solved urgently in the education of economics and management. The traditional mode of training students has become more and more unsuited to the requirements of the market economy, talent supply and demand shows a structural contradiction. The main reason is that colleges and universities have not got rid of the traditional teaching mode which overemphasizes knowledge teaching, and the students' practical ability, innovative ability and adaptive ability can not meet the needs of employer. Therefore, it is necessary to innovate the way of cultivating outstanding talents of Economics and management in colleges and universities. The economic management outstanding talents refer to economic management applied talents who have received training in economic research and have scientific literacy, divergent thinking and innovative capabilities. Zhang Qinghua, Peng Xiaoying, et Al. (2013) put forward three kinds of key abilities, such as engineering ability, compound ability and internationalization ability, and their training approaches[1]. The aim of innovation in the cultivation of managerial personnel is to improve the quality of personnel training, change the teaching concept and choose teaching methods suitable for students so as to arouse their interest in active learning, to promote the sustainable development of colleges and universities by cultivating excellent managerial personnel with both theoretical and practical abilities. Chen Rao, Li Hua et Al. (2016) explored from the aspects of constructing characteristic specialty system, implementing double tutorial system of "social science + nature science", setting up distance education platform, deep cooperation between schools and enterprises, perfecting practical teaching platform and optimizing teachers[2]. It is not only beneficial to the reform of education and teaching, but also significant to deepen the research on the cultivation of outstanding talents in the field of economic management.

2. The Importance of Cultivating Outstanding Talents of Economic Management in Chinese Higher Education

2.1. To Meet the Needs of China's Social and Economic Transformation and Development

With the rapid development of China's economy and the constant change of industrial structure, the social demand for talents presents a diversified trend. In order to better adapt to society's demand for diversified talents, colleges and universities not only need to train a large number of academic talents who are good at basic research and theoretical innovation, moreover, we should cultivate all kinds of applied talents at all levels to meet the needs of social reality and solve the problems of daily production, operation and management. Starting from the reality of China's economic and social development, among the various types of talents, the most demanded are applied talents who have high comprehensive quality, strong theoretical transformation ability and technical realization ability, and are willing to work on the front line in a down-to-earth manner. However, influenced by many factors, such as traditional education concept and current education system, for a long time, colleges and universities in our country have focused on the cultivation of talents with theoretical and academic nature, which leads to the shortage of applied talents, this has become a bottleneck factor restricting the high-quality development of our national economy. From 1999 to 2019, the average size of China's colleges and universities has increased from 3,815 to 11,260. Under the background of the expansion of the scale, the contents of higher education are backward, the education mode is unitary, and the public has continuously questioned the quality of higher education, we should treat the development of higher education with an open mind, take the modern advanced education and teaching idea as the guide, and solve all kinds of development problems[3].

2.2. To Meet the Needs of the Development of Popular Education

Since the reform and opening up, the gross enrollment rate of China's higher education has gradually increased. In 2019, China's gross enrolment ratio in higher education reached 51.6% [4] . According to international standards, China's higher education has shifted from elite education to mass education. One of the obvious characteristics of mass education is the diversity of talent demand. From the general category, we can divide these types of talent into research-oriented, applied-oriented and skill-oriented. The era of mass education makes the cultivation of applied talents inevitable and will exist for a long time.

2.3. To Solve the Problem of Structural Unemployment of College Students

Structural unemployment is mainly due to changes in the economic structure (including industrial structure, product structure, regional structure, etc.) , and the knowledge, skills, concepts and regional distribution of the existing labor force do not adapt to such changes, unemployment caused by a mismatch with market demand. In recent years, the scale of higher education in China is getting larger and larger, but the employment contradiction of college graduates is becoming more and more prominent due to the disconnection between the orientation of running a school and the market and the unbalanced development of regional economy. Although the emergence of this situation and Social Employment Post pressure has a certain relationship, but to a large extent due to the dislocation of labor supply and demand caused. On the one hand, with the acceleration of China's industrialization process and the adjustment of industrial structure, the demand for technical and applied talents has increased greatly; on the other hand, many colleges and universities generally regard research and academic talents as their training targets, students can not adapt to the labor market for a large number of applied talent demand.

2.4. To Enhance the Core Competitiveness of Colleges and Universities

As of June 30, 2020, there are a total of 3,005 colleges and universities across the country, including 2,740 regular colleges and universities, including 1,258 undergraduate colleges, 1,482 higher vocational colleges, and 265 adult colleges. China's higher education facilities continue perfect, the scale is expanding year by year. Compared with the research university, the newly-built colleges and universities have many gaps in both the hardware and software aspects. There is no way out for them to compete for the talent market, and they must carry out dislocation development, we must firmly grasp the actual needs of regional economic development for personnel training, scientific research and social services, and give full play to their respective advantages and characteristics, with the training of

advanced applied talents as the main focus, to realize the diversification of the specifications and modes of personnel training. In 2007, Professor Pan Maoyuan, a well-known Chinese educationist and founder of the research on Chinese higher education, called on "newly-established undergraduate colleges and universities should base themselves in the local area, face the countryside, combine the local characteristics closely, focus on the training of applied talents, and serve the development of local economy", attaching importance to and strengthening the cultivation of applied talents is a powerful weapon for newly-built universities to enhance their core competitiveness and become stronger and bigger.

3. Problems Existing in the Cultivation of Outstanding Talents in Economics and Management in Chinese Higher Education

3.1. The Specialty Setting Is Mechanical and the Teaching Mode Is Lack of Flexibility

At present, there is a rather prominent problem in the curriculum arrangement of economics education in China. That is, from the perspective of the teaching content, most of the economics teaching contents emphasize the popular economic theories in the west, students can not know the new information, new knowledge and new methods of the international academic frontier of economics and management in time, and are divorced from the practice of our modern market economy[5]. There are many defects in the current curriculum of economic management in colleges and universities in China. The curriculum emphasizes the impartation of knowledge and neglects the development of students' ability. The organization curriculum pays attention to the goal, neglects the process; the design curriculum structure pays attention to the teaching material factor, neglects to the teaching material, the student, the teacher and the environment conformity. Therefore, it is urgent to renew the concept of the curriculum of economic management major, design the curriculum module system of economic management major which is suitable for our country based on economic life and supported by subject knowledge.

For a long time, the training goal of economic management education in China's universities and college is basically positioned on "senior specialized talents", trying to train students to be experts who are engaged in a certain department or fulfilling a certain position. The positioning of this training goal has led to the specific setting of majors, and the positions that students are capable of have been fixed according to the training goals, so students have been greatly restricted in their career choices [6]. The division of professional settings is also one of the outstanding problems. China's current economic and management education, professional set up economics, finance, finance, international economy and trade, in addition, business administration, accounting, financial management, marketing, human resource management, tourism management, etc. . The specialty division is too narrow, which leads to the students' narrow knowledge of law, humanities and specialty, and their inability to acquire extensive knowledge in various fields, which directly affects the cultivation of students' comprehensive quality and even restricts their career choice.

3.2. The Idea of Training Lags behind and the Training Mode Deviates From Social Practice

The curriculum system and teaching content lack of innovative mechanism and adaptability to the change of market demand, the new curriculum and new content update slowly, unable to keep pace with the development of the times, lack of awareness of serving the development of local economy. The idea of cultivating economic management talents in some colleges and universities is difficult to reflect the requirements of social and economic development, and it is difficult to combine the idea, mode and method with reality. In particular, colleges and universities on their own economic management of professional personnel training position is not clear, regardless of their own characteristics, blindly follow the trend. It is difficult to keep pace with the times in the cultivation of ideas and teaching reform [7].

At present, colleges and universities in China overemphasize the systematicness, integrality and theoretical depth of knowledge, but neglect the practicality and professionalism. In terms of teaching contents, the general emphasis is placed on a complete disciplinary system and on the teaching of "what is and why", while the teaching of "how to do" is neglected. In terms of teaching methods, the main method is still the way of teachers speaking and students listening, in practical teaching, due to the limitation of conditions, it is seldom to adopt the mode of inquiry and discussion, which can guide students to ask more questions and is beneficial to students' thinking and teachers' simultaneous

thinking with students, we can not take some high-input practical teaching, and some high-demand comprehensive experiment is difficult to achieve [8].

3.3. The Theory Teaching is Overemphasized, the Practice Link and the Innovation Ability Are Weakened

Talent training mode is the key factor to determine the success or failure of talent training in colleges and universities. The current teaching mode of cultivating economic management talents in Chinese colleges and universities can not meet the objective requirements of the ever-changing social practice and needs to be combined with the new features of social practice, combine to make practical and effective changes and innovation, training to adapt to the requirements of economic globalization and innovative talents with an international perspective. At present, the economic management major in colleges and universities in our country lacks strength in training students to form entrepreneurial knowledge and ability, and there are many problems in the training, which has a certain impact on the future entrepreneurial idea, motivation and behavior of college students. The courses offered in the major are usually short of rationality, characteristics, pertinence and systematicness, the students' specialty is narrow and their application ability is not strong, which, to some extent, restrains the cultivation and formation of the innovation ability of economic management talents.

3.4. The Structure of Teachers is Unreasonable, and there is a Serious Shortage of Double-Qualified Teachers

Most of the economic management personnel training in colleges and universities is still based on theoretical education-oriented teachers, lack of practical experience and a strong sense of innovation teachers. In the teaching staff, there is a general lack of innovative ideas and innovative teaching methods, and there are few dual-qualified talents. It is difficult to input the "concept of excellence" to the students in the methods and means, which makes it difficult to cultivate talents with innovative ideas and innovative ability, to a certain extent, this restricts the scientific and effective cultivation of economic management talents in colleges and universities, forms the monism of the cultivation mode of economic management talents in colleges and universities, and even restricts or kills the students' practical ability and innovative ability. With the expansion of enrollment in colleges and universities in recent years, the scale of teachers in colleges and universities has increased rapidly, especially young teachers, most of whom have just graduated, and "two-door" young teachers from school to school, although their academic qualifications and theoretical level are relatively high, however, the lack of practical ability and vocational training, there is a widespread "eye high, hand low" phenomenon. Economic Management is an applied science, and Economic Management Education should take the road of combining theory with practice. However, due to the limitations of conditions and teachers' own quality, some colleges and universities often use cramming teaching method instead of implementing effective practice. The teaching interaction between teachers and students basically keeps the one-way passive pattern of you telling me to memorize, you testing me to memorize. Compared with foreign countries, the education of Economics and management specialty in our country is deficient in inspiring students to think and communicating with teachers and students. At the same time, due to financial constraints, computerization, networking in the teaching of economics is not high degree of application. It is difficult for teachers to integrate their scientific research with the economy and society, and the scientific research teams are often "Zhao Kuo", which makes it difficult to reveal and reflect the essence of social economy, it is difficult to display the latest trends of scientific research in the teaching link, and the results of scientific research are difficult to be organically coupled with teaching.

3.5. Three "Mismatches" Stand Out

At present, there are some structural contradictions in China's higher education. On the one hand, the number of graduates is increasing year by year. On the other hand, local and enterprises complain that "talent is hard to find" On the one hand, teachers are under great pressure of teaching and research, and their energy is exhausted. On the other hand, students don't help teachers to do research, so they lose the best chance to cultivate scientific thinking and innovation ability. These three aspects can be summarized as: "Supply" and "need" does not match, "teaching" and "learning" does not match, "learning" and "research" does not match. The inadaptability of Supply and demand is the external manifestation of the existing problems in the current talent training mode. The inadaptability of teaching and learning is the separation of teaching and learning from practice. It is the internal

manifestation of the current talent training mode. The mismatch between learning and research is a concrete manifestation of the separation of scientific research from teaching. We should establish a mechanism and approach for students to participate in scientific research activities, bring students into the research team of teachers, and bring up students' strengths with teachers' strengths, to benefit from and contribute to scientific research.

3.6. School-Enterprise Cooperation is Not Close, Cooperation Training Mode is at a Low Level

The practice teaching is simply equated to the practice of enterprises and institutions, which has a single form and means, and then ignores the "regular" teaching practice in the course of classroom teaching. Economic management is universal, and teaching practice should be diversified. It includes not only visiting enterprises and institutions, but also more regular teaching practice in the classroom and on campus, through campus culture, campus life, simulation and other ways to form a complete system of practical teaching. At present, the school-enterprise cooperation level is shallow; it cannot meet the application-oriented personnel training requirements. Enterprises are seldom invited to participate in the formulation of talent development programmes. Enterprises lack initiative and sense of responsibility in cultivating talents in colleges and universities. Enterprises hope that students can bring direct economic benefits to their production and operation in order to obtain the maximum profits of enterprises, instead of training and training students in jobs related to their major according to the talent development needs of the school. Students in the enterprise internship time is small, time arrangement is not reasonable, internship can only visit the content, but can not carry out real training operation, and rarely provide remuneration. Students have little contact with enterprise personnel, have no chance to understand the actual problems of enterprises, lack of necessary perceptual knowledge of enterprise procurement, production, management, etc..

4. Conclusion

Through the analysis of the problems existing in the cultivation of the outstanding talents of economics and management in China's colleges and universities, it is found that the curriculum setting, teaching mode, training idea, practical teaching and the construction of teaching staff of Economics and management specialty in colleges and universities in China can not adapt to the education of innovation ability of students. The traditional education mode restricts the cultivation of students' innovative ability. The main existing problem are as follow: the specialty setting is mechanical and the teaching mode is lack of flexibility, the idea and mode of training lag behind, deviate from or out of touch with social practice, the theory teaching is overemphasized, the practice link and the innovation ability are weakened, the structure of teachers is abnormal, the double-qualified teachers are seriously lack; The three problems of "mismatch" are prominent, the cooperation between universities and enterprises is not close, and the training mode of cooperation is at a low level.

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