

Practice-Oriented Teaching Reform in Human Resource Management for Local Universities in the Digital Intelligence Era: A New Business Education Perspective

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Abstract: Practical teaching constitutes an indispensable component of higher education and serves as a pivotal element in cultivating business students' professional competencies, innovative spirit, and comprehensive qualities. Addressing the systemic deficiencies in practical teaching for human resource management programs at Chinese regional universities, this study innovatively proposes a "multi-tiered progressive" practical teaching framework. The research elaborates on a three-dimensional construction comprising professional practice, distinctive practice, and comprehensive practice, while providing concrete implementation pathways grounded in the New Business Education paradigm. This work aims to establish an actionable theoretical framework and practical guidance for reforming human resource management education.

Keywords: Practical Teaching; Human Resource Management Program; New Business Education; Digital Intelligence Era

1. Introduction

Under the new wave of scientific and technological revolution and industrial transformation, China's higher education is undergoing profound changes. Scientific and technological innovation and industrial transformation have reshaped the business environment with unprecedented strength, giving birth to new industries, new organizational forms and new business models, which put forward new requirements and challenges for traditional business education and personnel training in China. Under the impact of new economic forms such as digital economy

and sharing economy, business education must be actively extended to achieve cross-disciplinary, cross-disciplinary and cross-cultural integration. The proposal of "new business" is a profound reflection and reconstruction of China's traditional business education model. New business is an interdisciplinary and compound business with the background of digital economy, which breaks the barriers of traditional management and economics, and integrates modern technologies such as big data and artificial intelligence [1]. It aims to cultivate compound new business talents with global vision and digital business values, insight into and application of digital business laws, and cross-border compound knowledge and skills and cross-integration thinking ability [2].

Business is a highly practical and applied subject. Practice teaching can help students combine theoretical knowledge with practical operation, improve their professional skills and comprehensive quality, and cultivate teamwork spirit and communication ability, which is very important for cultivating excellent business talents. The traditional business education in China is oriented to professional ability, emphasizing theoretical teaching and neglecting practical teaching, and focusing on cultivating full-time talents in a certain direction. The new business education is oriented to the needs of the industry and is committed to cultivating compound talents who can cooperate across fields. It attaches great importance to the comprehensive application of practical teaching, closely combines the characteristics of the industry, and especially pays attention to cultivating students' problem-solving ability, innovative thinking and comprehensive literacy

of adapting to changes quickly in the real business environment.

As one of the core majors of the new business specialty group, human resource management also shoulders the important mission of cultivating business talents in the new era. However, due to the shortage of various resources in local colleges and universities, the practical teaching system of human resource management specialty has obvious shortcomings in design and implementation. These disadvantages make it difficult for graduates to meet the requirements of digital economy for new business talents in practical ability and digital thinking and ability, which reduces their professional competitiveness. Under the background of digital intelligence, how to make the practical teaching of human resource management specialty better adapt to the wide application of new technologies such as artificial intelligence and the new demand brought by the development of digital economy in teaching content and form has become a realistic topic that local colleges and universities must face squarely [3].

Therefore, based on the author's teaching practice experience for more than ten years, supplemented by in-depth interviews with colleagues, students and business teachers in similar universities, this study systematically sorts out the main problems existing in the practical teaching system of human resource management specialty in local universities. Based on this, this paper puts forward specific practical improvement strategies, aiming at improving the practical teaching quality of this major and cultivating new business talents who can better adapt to economic and social development.

2. The Practical Problems Existing in the Practical Teaching of Human Resource Management Major in Local Universities

2.1 The Content of Practical Teaching is Outdated, and the Skill Modules are Separated from Each Other, Lacking Systematicness

Although the practical teaching of human resource management major includes four links: course practice, practical laboratory experiment, social practice in summer and winter and graduation practice, the content is outdated and there is no substantive innovation for more than

ten years, which has seriously lagged behind the social demand for today's business talents. In addition, each link lacks effective connection in time arrangement, and most of them are isolated and phased task modules, which fail to run through the whole learning cycle of students from freshman to senior. At the same time, the content of different practice links is not closely related, and the progressive sequence from shallow to deep has not been formed in the ability training, and the whole lacks internal logical unity.

Taking the course practice as an example, the practical teaching of each core course is designed by the teacher himself, which makes the skill modules of human resource management lack of connection and unsystematic. For example, the author undertakes the course of Recruitment and Employment, interspersed with case discussions in the teaching, arranged simulated experiments in the later stage, and organized simulated job fairs after the course, aiming at gradually deepening the combination of theory and practice. However, this practical teaching mode, which is designed by teachers of various professional courses independently and based on personal understanding, leads to scattered content and lack of connection[4]. This hinders students from mastering the knowledge of different courses and it is difficult to build an integrated knowledge and skill framework.

2.2 The Construction of Practical Teaching Platform Lags Behind, and the Practical Courses and Training Methods of Digital Intelligence are Lacking

For a long time, there are great differences in the construction of practical training platforms for business majors in different levels of universities in China. Due to the limited funds for running schools and the long-term lack of investment and support for the construction of practical teaching platform, the allocation of laboratory business simulation teaching resources, equipment and software systems generally lags behind. Especially in the era of digital intelligence, the practical teaching of digital intelligence in most business majors is still in the exploratory stage, and the corresponding curriculum and software and hardware configuration are seriously lacking [5].

In the era of digital intelligence, human resource

management has gradually transformed from traditional transactional work such as recruitment, file management and salary accounting to digital and intelligent human resource strategic planning, talent development, performance management and employee career management. However, in the training process of human resource management professionals in most local colleges and universities, the professional practice curriculum still focuses on the cultivation of basic transaction processing ability, and only sets practical courses such as Recruitment and Employment Simulation Experiment and Salary and Welfare Design Simulation, and rarely integrates digital intelligence technologies such as big data talent analysis, artificial intelligence interview and employee digital portrait into practical courses. The mismatch between the practical curriculum system and the needs of talents' practical ability leads to the disconnection between the cultivation of talents' practical ability and the needs of the times.

2.3 Insufficient School-Enterprise Cooperation

As an important base for cultivating applied talents, local colleges and universities play a key role in serving regional economic development. However, with the deepening of the concept of school-enterprise cooperation in educating people, the problem of insufficient depth of school-enterprise cooperation in local universities is particularly prominent, showing an unbalanced state of "hot school and cold school" [6]. Restricted by factors such as the level of regional economic development, industrial structure and policy environment, local colleges and universities generally lack high-quality enterprise resources, and it is difficult to attract strong enterprises to participate deeply, resulting in a low level of cooperation and a single form, which mostly stays at the shallow level of providing internship sites and fails to go deep into the core links of professional construction, curriculum reform and teaching process [7]. There are obvious differences between school and enterprise in their goals and demands: colleges pay attention to the cultivation of students' all-round quality, while enterprises pay more attention to practical application and market demand, which makes it difficult to effectively connect the cooperation contents. In addition, there is a lack of effective

communication mechanism and cooperation platform between local universities and enterprises, and information asymmetry makes it difficult to achieve resource matching and complementary advantages [2]. These problems together lead to the lack of school-enterprise cooperation in local colleges and universities, which cannot effectively meet the needs of regional industrial development.

2.4 A Serious Shortage of Compound and Practical Full-Time Teachers

In most local universities, the practical courses of human resource management major are taught by theoretical teachers, and no full-time practical teachers are employed. However, the training and appointment of college teachers in China usually pay more attention to theoretical level and academic ability. Most teachers lack real practical experience in the human resources department of enterprises, and their understanding of human resources practice is based on theoretical knowledge and case studies, lacking in-depth understanding of human resources practice, which restricts the improvement of students' professional practical ability to some extent [8]. At the same time, the practical teaching of human resource management in the era of digital intelligence puts forward higher requirements for teachers' information technology ability. This not only means that teachers need to have a profound theoretical and practical background in human resource management, but also requires them to master and skillfully apply cutting-edge digital intelligence technologies such as big data talent analysis, in-depth application of human resource information system (HRIS) and intelligent recruitment and evaluation technology [9]. Only in this way can teachers effectively integrate technical elements into practical teaching, guide students to combine theoretical knowledge with digital tools, and thus cultivate compound human resource management talents to meet the needs of the times. However, there is a serious shortage of such compound teachers in local colleges and universities, which cannot meet the requirements of practical teaching ability.

3. Local Colleges and Universities Human Resources Management Professional Practice Teaching Reform Strategy

3.1 In the Practice of Teaching into the New

Business Philosophy

Nowadays, the demand for human resource management talents in enterprises is increasingly characterized by application, compound and innovation, which means that modern human resource managers need to build a multi-level capacity structure: they should not only master solid professional skills, but also understand strategy and business, and at the same time cultivate forward-looking digital thinking in order to adapt to the complex and ever-changing workplace environment. Although the concept of "new business" has been advocated for many years, there is still a big gap between the business education of many ordinary universities in China and the old training paradigm of emphasizing theoretical teaching and ignoring practical application. The new business education concept, with its core characteristics of interdisciplinary, practice-oriented and student-centered, provides valuable guidance for business schools to innovate the practical teaching of human resource management specialty. Therefore, it is urgent for local colleges and their subordinate colleges to innovate their educational ideas, integrate the ideological essence of new business into the top-level design of practical teaching of this major, and build a brand-new practical teaching system of human resource management that meets the needs of the times. Specifically, the transformation of educational ideas should focus on:

3.1.1 Adhere to the "results-oriented, student-centered" educational philosophy

The practical teaching design of human resource management specialty should shift from "what teachers teach" to "what students can finally do and what ability they can achieve". In the process of implementation, we should fully respect students' dominant position and stimulate their learning drive. Through case study, simulation training, project-based learning, enterprise practice and other forms, students can learn by doing and improve their ability in solving real or simulated management problems. Teachers are transformed into guides in the learning process, providers of resources and evaluators of abilities, paying attention to students' individual differences, providing personalized guidance and support, ensuring that every student can grow in practical teaching, and truly realizing the transformation from knowledge recipients to ability builders [10].

3.1.2 Break down discipline barriers, promote cross-disciplinary integration, and expand professional boundaries

The "big business" and even interdisciplinary vision emphasized by the new business require that the human resource management specialty can no longer be limited to the traditional six-module knowledge system. On the one hand, it is necessary to achieve deep integration within the business department, organically combine human resource management knowledge with knowledge of strategic management, marketing, financial management, organizational behavior and other disciplines, and cultivate students' ability to think about human resources issues from the perspective of overall enterprise operation. For example, when formulating the salary strategy, we need to consider the financial situation and market positioning of the enterprise; When making organizational changes, we need to use the communication skills and strategies of marketing. On the other hand, we should take the initiative to break the boundaries between business and other disciplines to achieve cross-integration [3]. Human resource management needs to be integrated with psychology (for talent evaluation and employee counseling), sociology (for organizational culture and employee relations), law (for labor regulations and compliance management), information technology (for HR system and big data analysis) and other disciplines. This integration is not only reflected in the curriculum (such as offering interdisciplinary elective courses), but also in the design of practical projects, encouraging students to use multidisciplinary knowledge to solve complex human resource management challenges, and cultivating them to become compound talents with extensive knowledge background and cross-border problem-solving ability.

3.1.3 Actively embrace the transformation of digital intelligence and cultivate the ability of digital human resources to adapt to the future

Digital technology is profoundly reshaping the field of human resource management, from recruitment, training, performance management to employee relations, all links are undergoing digital transformation. Therefore, the practical teaching concept of human resource management specialty must keep pace with the times and put the cultivation of mathematical intelligence ability at the core. This requires that business education should not only teach

traditional human resource management skills, but also integrate data analysis, HR information system application, artificial intelligence application in talent management, digital employee experience design and so on. Schools can build a simulated digital human resource management system for students to operate, introduce real enterprise HR data for analysis and practice, and encourage students to use digital tools to solve practical problems [9]. Through this practical teaching, students can deeply understand how technology can empower human resource management, master the ability of using digital tools to improve work efficiency, optimize decision-making quality and improve employee experience, and ensure that they can quickly adapt to the intelligent change of enterprise human resource management after graduation and become professionals in the field of digital human resources in the future.

3.2 To Build a "Multi-Layer Progressive" Human Resource Management Practice Teaching System

In order to meet the needs of new business and digital intelligence, this study puts forward a "multi-layer progressive" human resource management practice teaching system, as shown in Figure 1. Through systematic reconstruction, the system takes "cultivating applied and compound human resource management talents" as its core goal, focusing on cultivating students' professional ability, innovation ability and comprehensive quality.

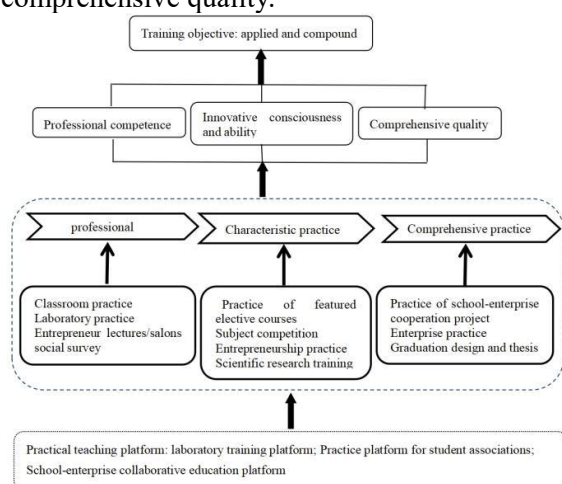


Figure 1. Practice Teaching System of Human Resource Management Specialty

The practical teaching content in this system is divided into three progressive levels: professional practice, characteristic practice and

comprehensive practice. Among them, the professional practice layer strengthens students' mastery of professional knowledge of human resource management through practical contents such as case discussion, scenario simulation, laboratory training and subject competition in the professional core courses, and improves their professional practical ability. The characteristic practice layer aims to encourage students to choose modular characteristic courses and their supporting practice links that are interdisciplinary and interdisciplinary according to their personal interests and specialties. The comprehensive practice layer integrates various forms such as project-based training, campus collaborative education platform and off-campus practice base to improve students' comprehensive quality. The effective achievement of this series of practical teaching contents mainly depends on the support and synergy of three practical teaching platforms: virtual simulation (laboratory training) platform, school-enterprise collaborative education platform and off-campus practice base, which together constitute an organic whole. Specific construction measures:

3.2.1 Improve the practical teaching courses

For the setting of practical teaching courses, we should closely focus on market dynamics and job requirements, strengthen the integration of interdisciplinary knowledge, and integrate it into the real scene simulation of enterprises and the application of new technologies. First of all, on the basis of investigating the post requirements of human resource management in different types of enterprises, we adjust and update the classroom practice teaching content of core courses, and introduce new ideas, new tools and the latest business cases of modern human resource management. Secondly, we should keep up with the development trend of the times. On the one hand, we should add special courses on the application of big data and artificial intelligence in human resource management to help students deepen their understanding and mastery of new technologies and methods. On the other hand, it is necessary to set up special courses that intersect with psychology, law, information technology and other disciplines, encourage students to take elective courses according to their interests and specialties, and cultivate compound talents of human resource management that meet the different needs of enterprises. Finally, it is necessary to develop a

course that combines the theory and practice of human resource management with innovation and entrepreneurship, as well as a virtual simulation interdisciplinary training course. Combined with the characteristics of the current business environment, a rich and diverse case base of organizational situations is built to train students' comprehensive ability to analyze and solve problems in complex situations [11].

3.2.2 Build a diversified practical teaching platform

As the basis of effective implementation of practical teaching, the supporting role of practical teaching platform is directly related to the quality of personnel training. Especially driven by the concept of "new business", higher requirements are put forward for the practice platform. The "multi-layer progressive" practical teaching system proposed in this study mainly relies on three practical teaching platforms.

First, Laboratory training platform. Many types of virtual simulation laboratories can be built for human resource management majors, such as multifunctional behavior observation laboratory, human resource management simulation laboratory, big data and human resource management laboratory, and human resource sand table simulation laboratory. Through software and hardware environment, these laboratories simulate real business scenarios, help students master the professional skills of human resource management, and enhance their practical ability and problem-solving ability [12].

Second, Practice platform for student associations. Under the impetus of schools, employment guidance centers and human resources management departments, a student-centered practical teaching platform can be established and named "HR Elite Club". The platform is open to second-year students who have mastered the basic knowledge of human resource management, and aims to provide a valuable training ground for these students who are eager to put theory into practice. Under the guidance of professional teachers, the platform is managed independently with students as the main body. The platform can combine its own professional advantages to design three core practice modules [13]: routine activities, project training and enterprise practice. Among them, "regular activities" are aimed at all students, providing services such as job search resume

training, simulated job fairs and interview guidance. "Project Training" can undertake the recruitment of interns, induction training for new employees and subcontracting human resources market job fairs. "Practice in the enterprise" provides students with the opportunity to enter the first-line internship and internship in the enterprise during the winter and summer vacations, so that they can experience the real workplace environment. Through various forms of practical activities and school-enterprise cooperation, students can apply theoretical knowledge to practical problems, consolidate and deepen their professional skills in practice, comprehensively improve their comprehensive quality, and lay a solid foundation for future career development.

Third, school-enterprise collaborative education platform. The practice platform of school-enterprise cooperation is the key to cultivate students' comprehensive application and innovation ability. Relying solely on the self-built platform of the school often faces the dilemma of insufficient funds and technology. Therefore, we must actively introduce resources from enterprises, industries and even the government to achieve complementary advantages. Collaborative construction not only helps to overcome the bottleneck of capital and technology, but also provides an opportunity for interdisciplinary cooperation. By integrating the financial management, marketing and other business professional resources of our school, and combining the professional strength of science and engineering, we will jointly build a school-enterprise cooperative education platform covering the whole process of product research and development, operation management and marketing. The platform can provide students with opportunities to experience and practice in simulated or real career scenes, so that they can learn by doing, test and deepen their cognition in practice, and gradually internalize to form a high-level comprehensive ability that meets the needs of the industry.

3.2.3 Enrich the contents and methods of practical teaching

The practical teaching of human resource management specialty must adhere to the "student-centered" educational concept, take the learning achievement as the measurement standard, and innovate and optimize the content and method of practical teaching.

Professional practice teaching mainly relies on classroom and laboratory training platform. In the classroom organization, the mixed learning mode is actively promoted, and online autonomous learning (such as recruitment regulations and HRS software operation tutorial) is combined with experiential and interactive learning in offline classrooms. More problem-driven methods should be used in teaching (such as "How to design an effective interview outline?") and project-driven method, encourage students to learn through practical projects (such as "designing entry process for virtual companies", "organizing simulated job fairs" or "conducting preliminary job analysis"), and combine rich case teaching to let students feel the real HR scene. At the same time, with the help of the teaching software provided by the multifunctional behavior observation laboratory of human resources and the simulation laboratory, students can deepen their understanding of theoretical knowledge in the simulation operation. Through professional practice, the teaching process can be connected with the workflow of human resource management, thus stimulating students' enthusiasm for learning and guiding them to actively explore and be willing to practice.

In the comprehensive practice teaching, we need to give full play to the role of the three practical platforms inside and outside the school. We not only encourage, but also provide professional guidance to guide students to make full use of the comprehensive simulation training platform of human resources and hone their professional operation skills in a highly simulated environment. At the same time, actively encourage students to participate in the practice platform of student associations, and enhance their soft power in organizational management and teamwork. In addition, the collaborative education platform, as a bridge connecting schools and enterprises and docking industries, should also be fully used to give students the opportunity to contact real projects and participate in cutting-edge practice. Through the linkage of these three platforms, the simulation practice is closely combined with real projects and enterprise practice contents, and efforts are made to cultivate students' systematic thinking and comprehensive application of HR knowledge to solve complex problems.

Innovative practice teaching mainly aims at training students' innovative thinking and ability.

This link should fully respect students' subjectivity and creativity and encourage them to practice and explore actively. Local colleges and universities can guide and encourage students to actively participate in the "National College Students' Human Resource Management Knowledge and Skills Competition", "Business Case Analysis Competition" and other disciplinary competitions, "China International College Students' Innovation Competition" and "Challenge Cup" series competitions, as well as teachers' scientific research projects and management consulting projects [5]. Through this series of innovative practice activities, students can deepen their understanding and application of professional knowledge, improve their practical ability to solve complex problems, teamwork and communication and coordination ability, stimulate their innovative spirit and entrepreneurial consciousness in practice, and finally achieve an all-round improvement of their comprehensive quality.

Multi-level practice teaching content expands the function of practice teaching, and makes students' innovative application ability and comprehensive quality realize progressive improvement in the whole practice teaching process.

3.3 Training Dual-Qualified Teachers to Improve the Level of Practical Teaching

Professional teachers' practical teaching ability is the primary guarantee of reform. Colleges and universities should focus on building a compound teaching team with high teaching level, strong practical guidance ability and in-depth mastery of "mathematical intelligence" technology. In view of the weak practical teaching ability of professional teachers in local colleges and universities, we should make up for it through multiple channels: we should not only improve the practical ability of existing teachers through school-enterprise cooperation, attachment training, but also actively introduce senior HR and management experts from enterprises, especially compound talents who are familiar with HR digitalization, intelligent tools and practice, so as to quickly improve the overall practical guidance level of teachers.

3.3.1 Expand teachers' practical channels and strengthen practical teaching ability

There are plans to arrange young and middle-aged teachers to go to enterprises for

staged attachment training in batches. At the same time, we will establish a system of enterprise research and exchange for teachers in winter and summer vacations, and regularly organize professional teachers to go deep into enterprises and human resources service institutions to understand the frontier trends of the industry [11]. Encourage teachers to integrate new ideas, new methods and new technologies gained from enterprise practice into classroom teaching, so as to improve the timeliness and practicality of teaching content. In addition, teachers should be encouraged and supported to actively connect with enterprises and carry out research, consultation and scientific research cooperation projects. At the school level, the practical experience of enterprises can be clearly included in the necessary conditions for the evaluation and appointment of professional teachers, and the continuous improvement of teachers' practical ability can be promoted by policy guidance.

3.3.2 Introduce enterprise experts and optimize the structure of teachers

We should actively introduce middle and senior managers and HR experts with rich practical experience into the classroom to build a teaching model of school-enterprise cooperation. Through the introduction of real enterprise cases, the practice teaching link is effectively driven, so that students can deeply experience the real operation situation of enterprises. This not only realizes the effective complementarity between the theoretical knowledge of teachers in the school and the actual combat experience of enterprise experts, but also promotes the exchange and cooperation between the two sides in the professional field, thus improving the practical cognition and operation ability of teachers in the school [6]. In addition, when selecting external teachers, we should pay special attention to their professional skills in data analysis (such as Python, R language application) and artificial intelligence application ability, so as to build a cross-border integrated team of human resource management teachers with both theoretical and practical depth.

3.4 In-Depth Cooperation between Schools and Enterprises, and Collaborative Training between Production and Learning

School-enterprise cooperation is very important in the reform of human resource management

practice teaching. As mentioned above, whether it is to build a practical teaching platform or to improve teachers' practical teaching ability, it is inseparable from the extensive and in-depth cooperation between universities and enterprises. Therefore, in the process of cultivating new business talents, "school-enterprise cooperation" must run through. Local colleges and universities generally focus on cultivating applied talents, and their mission is to serve regional economic development, so they should deepen cooperation and interaction with neighboring enterprises.

Learning from the experience of integration of production and education in vocational colleges can provide beneficial enlightenment for ordinary undergraduate colleges. High-level vocational colleges are usually closely linked with enterprises, and their practical teaching content and mode are more in line with industry needs. Local colleges and universities should follow the example of this close docking industry and strengthen in-depth interaction with enterprises in project cooperation, mutual employment of teachers and curriculum co-construction. For example, Anhui Hefei University draws lessons from the German dual system, closely meets the needs of the new economy and industry, and establishes stable cooperative relations with nearly 200 well-known enterprises. Through "introducing enterprises into the school", we will simulate enterprise scenes in the school to carry out practical training, jointly build laboratories and industrial colleges, and implement systematic practical teaching. At the same time, a comprehensive Industry-University-Research base will be established in the enterprise to form an integrated pattern of student practice base, teacher research and training base and student employment base. The school has also established an "enterprise network" in conjunction with industry associations to promote the tripartite linkage between schools, enterprises and associations. These measures have innovated the practice platform and effectively solved the problems of loosening the traditional practice platform and insufficient motivation for students' internship. Through this in-depth cooperation, universities and enterprises not only significantly improve the quality of practical teaching, improve students' practical application ability, but also ensure students' ability to keep up with market demand,

truly realize the accurate docking of talent training and enterprise demand, and lay a solid foundation for students' future career development [6].

4. Conclusion

The rapid development of digital economy has changed the traditional business model and put forward higher requirements for the cultivation of business talents. Practice teaching is very important for human resource management majors that emphasize practicality and application. As a key link, it directly connects the training of students' professional ability with the talent training goal of colleges and universities, ensuring the high consistency between education supply and industry demand. Aiming at the shortcomings of practical teaching of human resource management major in local universities in China, the research proposes that we should take the new business education concept as the guide, and systematically build a practical teaching system by optimizing the curriculum system, building a supporting platform, strengthening the "double-qualified" teachers, deepening the cooperation between schools and enterprises, so as to improve the quality of personnel training and better realize the training goal of "cultivating applied and compound human resource management talents".

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