

Research on the Construction of Curriculum System for Economics and Management Majors in Applied Undergraduate Universities under the Background of “1+X”



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Abstract: As the process of popularising higher education accelerates, the number of college graduates grows year after year, and society sets greater standards for graduates' employment. At the moment, the scope of China's applied undergraduate colleges and universities is considerable, but the difficulty of graduates' employment and the low employment rate are the difficulties that impede their development. As a result of this phenomena, national applied undergraduate colleges and universities are actively looking for ways to increase the quality of talent training. This paper examines the necessity of developing a curriculum system for applied undergraduate economics and management majors, then examines the teaching objectives and requirements of applied undergraduate majors, and, on that basis, employs various teaching modes to improve and optimise the curriculum system of applied undergraduate finance and economics majors by combining the relevant concepts of “1+X”.

Keywords: “1+X” background; applied undergraduate; economics and management majors

1. Preface

With China's rapid economic development, the traditional teaching mode can no longer match the needs of societal development. The traditional teaching approach consists of completing a single major, which is both a discipline and an employment path. To meet society's development needs, applied undergraduate colleges and universities should optimise the curriculum system from many aspects in order to meet future social development needs. The term “1+X” refers to the integration of knowledge, skills, and methodologies from one or more related disciplines into a single course, allowing students to learn one of the disciplines featured within it more thoroughly. The “1+X” mode can not only improve the integration of theory and practice, but it can also fully mobilise students' learning enthusiasm and improve their learning efficiency and effect, which is critical in the development of the curriculum system of economics and management majors in applied undergraduate universities.

2. Analysis of the necessity of constructing a curriculum system of economics and management majors in applied undergraduate colleges and universities

Under the background of “1+X”, the necessity of constructing a curriculum system of economics and management majors in applied undergraduate colleges and universities is mainly reflected in the following aspects.

Firstly, the curriculum system matches the future development of students, which is conducive to cultivating talents that meet the needs of society and cultivating high-quality and high-skilled talents that meet the needs of society (Zhang, 2021). At present, there is a large talent gap in China's employment market, which requires that applied undergraduate universities should focus on the construction of a curriculum system.

Secondly, the curriculum is strongly related to the subject knowledge and is comprehensive, therefore, the construction of the curriculum system of economics and management majors is conducive to cultivating students' innovation ability. Currently, the economy is developing rapidly, and major

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enterprises will give priority to talents with innovative thinking abilities when employing them.

Thirdly, the combination of economic and management expertise and common management knowledge in enterprises is conducive to students' systematic learning of it, which is also an important element of the construction of the curriculum system of economic and management majors. For college students, it is also an effective way to improve their comprehensive quality, which is conducive to cultivating students' management ability and coordination abilities.

Fourth, there is a large amount of enterprise culture and industry dynamic information in the curriculum system of economics and management, which are conducive to cultivating the comprehensive quality and ability required by students in their future work, which is also an important element in the construction of the curriculum system of economics and management (Li, 2021).

3. Teaching design of economics and management courses in applied undergraduate universities under the background of "1+X"

Economics and management courses are highly theoretical, comprehensive and practical, which are important for cultivating application-oriented talents. Combining with the "1+X" teaching mode, we analyze the teaching objectives and requirements of economics and management courses, and propose the implementation objectives and teaching design of economics and management courses with "students as the centre". In the process of implementation, practical teaching is carried out according to the school's orientation and talent cultivation goals, and student-centred course contents and learning methods are established.

3.1 Teaching objectives and requirements of economics and management courses in applied undergraduate universities

With the advent of "The Internet+" era, informatization and networking have become indispensable elements in people's life. Therefore, the teaching objectives of economics and management courses in applied undergraduate colleges and universities have changed, as follows.

(1) The student-centred curriculum teaching objectives require that in the discipline system of economics and management majors, a talent training mode that takes students' professional learning, career development and comprehensive quality training as the core, supported by the discipline system, knowledge system and ability system, and follows the law of cognition and quality should be established and improved (Song, 2021).

(2) The student-centred curriculum teaching objectives require that the professional courses of

economics and management should establish vocational competence requirements consistent with the training objectives of the school.

(3) The student-centred curriculum teaching objectives require that the implementation process of the curriculum should adhere to five basic principles: highlighting the student centre; focusing on the integration of basic knowledge and vocational knowledge; emphasizing the integration of theory and practice; strengthening the interdisciplinary intersection; and emphasizing innovation.

(4) To carry out teaching around the five basic principles and five main aspects, namely, adhering to the student centre, focusing on the integration of basic knowledge and skills, focusing on the integration of practice and innovation, and adhering to the unification of basic knowledge and vocational ability to achieve the four unifications (Gui, 2022).

(5) In the process of teaching and learning implementation, the following four aspects should be emphasized: first, teacher-led; second, teacher-student interaction; third, teaching by learning; and fourth, independent learning.

3.2 Structure construction of curriculum system of economics and management majors in applied undergraduate universities in the context of "1+X"

Specific measures for the construction of a curriculum system of economics and management majors in applied undergraduate colleges and universities under the background of "1+X" include.

3.2.1 Establishing a curriculum system with general education as the leader and ability cultivation as the target based on general education

"General education" refers to the organic combination of the content of humanities, social sciences and natural sciences in the curriculum to form a complete system to achieve the goal of knowledge systematization and ability diversification (Liu, 2022). The specific measures to realize the organic integration of economic and management courses based on "general education" and to establish the curriculum system of economic and management courses in colleges and universities with general knowledge as the leader and ability cultivation as the target area

(1) Change the curriculum setting, optimize the curriculum structure, and combine humanities, social sciences and natural sciences to form a complete system. The specific measures are to make general education an important task of the major and include it in the university planning.

(2) Establishing a new teaching mode based on general education combined with cross-discipline. This is also an important issue facing the development of general education in the new situation. In the specific teaching process, we should break the barriers of disciplines, break the traditional classroom boundaries, and change the traditional

teaching mode of teachers speaking, students remembering and teachers taking notes.

3.2.2 Build a curriculum system that meets the needs of economic and social development with the support of the "X" curriculum

The curriculum system is the carrier to achieve the goal of talent training, with a strong contemporary, relevant and practical. "X" courses are a series of vocational courses developed and offered to meet the national and local economic and social development needs of talents, such as logistics management, e-commerce, marketing, production management (quality control), etc.

The curriculum is an important link in the process of professional construction, which should follow the principle of "application ability training as the guide and occupational standards as the basis" and closely match the direction of industrial development and occupational job requirements (Cheng, 2022). The design of the talent training program should be connected with the vocational qualification standards; in the construction of the training base, the actual work tasks of the industry and enterprises should be introduced; the design of the training program should focus on the practical teaching link; in the development of the syllabus, the connection with the vocational qualifications and abilities should be fully considered.

The development and implementation of the "X" curriculum is a long-term process, which requires strong support and cooperation from all parties. The university should set up a leading group for professional construction, hold special meetings for professional construction regularly; increase the investment and support for professional construction and discipline development; make full use of internal and external resources to provide conditions for the "X" course; establish and improve relevant systems, clarify the division of responsibilities and assessment mechanisms, and strengthen the supervision and implementation of the "X" course construction. To establish and improve the relevant system, clarify the division of responsibilities and assessment mechanism, and strengthen the supervision and implementation of the "X" course construction. To meet the diversified needs of society for professional training quality, "X" courses can be incorporated into the Professional Catalog of Applied Undergraduate Colleges and Universities and various vocational skills training programs at all levels. With the deep integration of modern information technology and education teaching, modern network information technology is widely used in education teaching, and it is necessary to further promote the transformation of teaching and learning, deepen the reform of teaching content, and optimize the teaching process and methods. Therefore, schools should make full use of modern information technology, constantly

update teaching concepts and means, and strengthen the construction of teachers and teaching facilities.

3.2.3 Form school-enterprise cooperation and inter-school cooperation mechanism based on the teaching team

The composition of the teaching team of economics and management majors in colleges and universities mainly consists of professors, associate professors, lecturers and doctoral students, who are academic leaders in colleges and universities. Therefore, it is a good way to form the teaching team of economics and management majors as a carrier of school-enterprise cooperation. In terms of teaching concepts, we can adopt the "1+X" model - that is, "a concept (or project) + a team, a method or a model". Take business administration (accounting direction) as an example, this discipline belongs to the first level of accounting discipline, and the school is a financial institution based on the accounting undergraduate program, so the teaching team related to this discipline can be composed of teachers with strong strength and high academic level in this discipline, and the team will be the teaching unit. In terms of cooperation on specific projects, the following two approaches are adopted: building off-campus internship bases (or companies) with enterprises; joint development of teaching materials, experimental projects and topics by schools and enterprises (Dong, 2022). In addition, for the problems encountered by teachers in off-campus practical teaching, communication can be carried out by inviting teachers to the school to conduct lectures, attend academic conferences, and visit internship bases, to achieve the purpose of solving practical problems and common development.

3.2.4 Promote the construction of a practical teaching system of economics and management majors in applied undergraduate universities

The specific measures to optimize the practical teaching system, innovate course contents and means, and build a diversified practical teaching system which is compatible with the practical teaching objectives are as follows.

(1) Deepen school-enterprise cooperation and jointly build enterprise experimental centre. (1) Deepening the cooperation between schools and enterprises and jointly building the experimental centre of enterprises is to combine the excellent resources in the society and the existing advantageous resources of schools to form a multi-level and diversified experimental platform. By building a platform for students' innovation and entrepreneurship, a platform for technical services, a platform for professional internship and practical training and guidance for employment and entrepreneurship, students can be trained and grow in different fields of internship and practical training and employment and entrepreneurship.

(2) Integrate the existing practical teaching resources on campus. Give full play to the advantages of school teachers' resources, aim at improving the adaptability of enterprise employers to school graduates, strengthen the construction of on-campus laboratories, establish on-campus experimental practice centres and gradually extend them to off-campus bases, and strengthen the development and construction of off-campus experimental practice bases.

(3) Establish "X" practical ability cultivation system. Build a multi-faceted training mode system including professional theory, professional skills and comprehensive quality, as well as a multi-level, multi-type and multi-channel practical teaching carrier and operation mechanism, to realize the application of students' learning (Yao & Liang, 2022).

4. Conclusion

With the continuous promotion of the massification process of higher education in China, the scale of colleges and universities is expanding, and many problems have emerged in teaching mode, curriculum and training objectives. Economics and management majors are closely connected with enterprises and society and cooperate closely with enterprises, so they play an important role in cultivating application-oriented talents and are the cradle of cultivating application-oriented talents. The training mode of applied undergraduate colleges and universities under the background of "1+X" emphasizes that students are highly qualified applied talents with innovative spirit and practical ability, who can adapt to the needs of regional economic development. Given this, this paper focuses on the analysis of the necessity of constructing the curriculum system of economics and management majors in applied undergraduate colleges and universities, and proposes a series of construction strategies around the teaching objectives and requirements of professional courses, aiming to cultivate comprehensive economics and management professionals with good business level and high comprehensive quality.

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Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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