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Research on Innovative Talent Training Modes under the Background of the Digital Economy

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Abstract: In the wave of the digital economy, the combination of traditional industries and emerging technologies has posed new challenges to talent training. This paper begins with an overview of the development trends of the digital economy and its impact on the education field, pointing out the new challenges facing education. Then, by analyzing the problems existing in the current talent training, this paper discusses the necessity of constructing an innovative talent training mode. Taking e-commerce and international commerce as an example, this paper proposes a series of future-oriented talent training strategies, including reforming the curriculum system, innovating teaching methods, strengthening school-enterprise cooperation, expanding international vision, and promoting interdisciplinary integration. These strategies aim to provide practical guidance and theoretical reference for higher education institutions to cultivate high-quality, compound, and innovative talents adapted to the era of the digital economy.
Keywords: digital economy; innovative talents; e-commerce; international business; talent training mode

1. Introduction

With the advent of the digital economy era, the global economic structure and industry patterns are undergoing profound changes. Developing cutting-edge technologies such as the Internet of Things, cloud computing, big data, and artificial intelligence has not only greatly promoted the innovation of production methods and the evolution of business models but also put forward new requirements and challenges for cultivating talents. In this context, higher education institutions, as an important base for cultivating the backbone of the future society, are faced with the urgent task of rethinking and constructing the talent training mode. To adapt to the development of the digital economy, higher education institutions must update their educational concepts, innovate educational models, and integrate educational resources to cultivate high-quality talents who can adapt to the rapidly changing business environment and have high technical application ability, innovative thinking, and international vision. This is not only related to the development of educational institutions but also to the promotion of national competitiveness and the long-term progress of the economy and society. Therefore, it has become an important topic of higher education reform to build a talent training model suitable for developing the digital economy.

2. Literature Review

In the context of the digital economy, the demand for innovative talent training modes is increasing. This paper analyzes the challenges of the digital economy to education and how to build a talent training model to adapt to this economic form. Literature [1][2] points out that technological progress, especially the rapid development of information technology, requires talents to have higher technology application ability. At the same time, the global business environment puts forward new requirements for the international vision and cross-cultural communication ability of talents. [3]. However, the existing education system has shortcomings in adapting to the changes of the digital economy, such as the disconnection between curriculum content and market demand and the lack of innovative and practical [5][7] teaching methods. To solve these problems, this paper proposes the construction strategies of innovative talent training mode, including curriculum system innovation, teaching method reform, school-enterprise deep cooperation, international vision expansion, and

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interdisciplinary integration training [5][7]. These strategies aim to cultivate high-quality, compound, and innovative talents with a profound theoretical foundation and rich practical experience to meet the urgent demand for talent in the digital economy era [5][10]. Through these reforms, higher education institutions can cultivate more talents who can adapt to the rapidly changing business environment with innovative thinking and international competitiveness.

3. Methodology

3.1 Curriculum system innovation: Higher education institutions must conduct an in-depth review and reform the existing curriculum setting. First, update the course content to ensure it coincides with technological advances and industry trends. This includes introducing digital economy-related courses, such as big data analysis, artificial intelligence foundation, and cloud computing principles. Secondly, it strengthens the combination of theory and practice. Through case studies, laboratory work, project-driven learning, and other methods, students can master theoretical knowledge in practical operations and enhance their ability to solve complex problems.

3.2 Teaching method reform: Modern teaching methods, such as case teaching, project-driven, flipped classroom, etc., are adopted to stimulate students' interest in active learning and cultivate innovative thinking. Case teaching allows students to learn knowledge and skills in discussing and solving practical problems by analyzing real or simulated business cases. The project-driven method will enable students to apply what they have learned while completing specific projects, enhancing their practical ability and teamwork spirit. The flipped classroom reverses traditional classroom teaching and homework, allowing students to preview new knowledge before class and conduct in-depth classroom discussions and applications.

3.3 Deep cooperation between universities and enterprises: Higher education institutions must establish close cooperation between higher education institutions and enterprises, providing students with valuable internship and training opportunities and helping them combine theoretical knowledge with practical work. Through this cooperative mode, students can exercise in a real working environment, enhance their ability to solve complex problems and improve their professional quality. At the same time, companies can also benefit because they can attract fresh blood through practical experience and innovative thinking. This cooperation not only promotes the personal development of the students but also injects vitality into the enterprise's long-term development. Through the deep cooperation between schools and enterprises, a virtuous circle can be established, in which students, educational institutions, and enterprises can achieve a win-win situation in this process and jointly promote the sustainable development of the social economy.

3.4 Expanding international vision: Higher education institutions should be committed to expanding students' international vision in the context of globalization. By establishing partnerships with overseas universities and enterprises, students can participate in overseas study and internship programs. These experiences expose students to multicultural and diverse educational systems and help them understand how the global marketplace operates and the practice of international business. Through hands-on experience, students can develop cross-cultural communication skills, enhance their international competitiveness, and lay a solid foundation for their future development on the global stage. In addition, an expanded international perspective also helps students develop a more open and inclusive worldview, which is crucial for them to become leaders with a global perspective. Students can better prepare themselves to adapt to the changing global economic environment through international cooperation and communication.

3.5 Interdisciplinary integration training: In the era of the digital economy, interdisciplinary ability becomes the key to innovation and problem-solving. Higher education institutions should strive to break the boundaries between traditional disciplines and encourage students to conduct in-depth study and exploration in multiple discipline fields. By opening interdisciplinary courses, projects, and research platforms, knowledge exchange and cooperation between different disciplines can be promoted, and students' multidisciplinary thinking and innovation abilities can be cultivated. This educational model helps students to integrate knowledge in various fields and form a comprehensive problem-solving perspective. Through interdisciplinary learning and research, students can understand complex problems better, propose innovative solutions, and play a leading role in the digital economy. Through these strategies, higher education institutions can cultivate more high-quality talents with a broad vision, profound professional knowledge, and innovative ability to meet the diversified needs for talent in the digital economy era.

Through these strategies, higher education institutions can produce more high-quality talents who can meet the needs of the digital economy era.

In addition to technical skills, computational thinking and data literacy are also key teaching elements. Computational thinking teaches students how to use concepts from computer science to solve problems, which includes skills such as abstraction, automation, decomposition, and pattern recognition. Data literacy involves the ability to understand, manage, and apply data. Teaching strategies include integrating these concepts into

teaching across disciplines, using case studies and project-based learning to provide hands-on experience, and encouraging students to participate in data-driven research projects.

4.Results

4. 1 The impact of the digital economy on talent training

The wave of the digital economy is reshaping the face of the global economy and labor market and putting forward a series of new challenges and requirements for talent training. First, the continuous innovation of technology, especially the rapid development of information technology, requires talents to have higher technology application ability. This means that they need to have a deep understanding of emerging technologies and be able to use them effectively to improve productivity and innovation. Secondly, as the digital economy promotes the integration of different industries, new requirements have been put forward for the knowledge structure of talents. Talent needs interdisciplinary knowledge to build connections between fields and integrate multiple and multidisciplinary theories and skills to cope with increasingly complex work scenarios. In addition, the global business environment requires talents to have a broad international vision and the ability to cross-cultural exchanges. They need to understand global market trends, respect multicultural differences, and be able to communicate and cooperate effectively on international platforms. These capabilities will enable talents to better adapt to and lead the change in the digital economy era and promote the sustainable development of society and the economy.

4.2 Problems existing in the current talent training

In the era of the digital economy, talent training is facing increasingly severe challenges. The deficiencies of the current education system are mainly manifested in the following aspects:

4.2.1,the course content lags and fails to reflect the latest developments in the digital economy. With the rapid iteration of technologies, such as artificial intelligence, blockchain, cloud computing, and other emerging technologies, while traditional courses often remain at the level of basic theory and lack of in-depth discussion and application practice of these cutting-edge technologies, it is difficult for students to quickly adapt to the needs of the workplace after graduation.Artificial intelligence (AI) and big data are profoundly changing the demand for job skills across industries. In manufacturing, AI-driven automation is reducing the reliance on traditional manual skills while increasing the need for data analytics and machine learning knowledge. The medical industry has enhanced the accuracy of disease diagnosis through big data and AI, requiring doctors and medical professionals to be equipped with the ability to interpret and apply these technologies. The financial services industry uses big data analytics for risk management and market forecasting, which requires employees not only to understand complex data sets, but also to be able to interact effectively with AI systems. The retail industry uses AI to optimize inventory management and customer experience, requiring employees to master data-driven decision-making skills. As a result, new training needs focus on data analytics, machine learning, AI ethics, and interdisciplinary problem solving skills.

4.2.2, the teaching method is too single and fails to give full play to the students' initiative and creativity. The traditional teaching mode often takes teachers as the center and ignores the subject position of students, which is not conducive to cultivating students' critical thinking and innovation ability. In the context of the digital economy, enterprises pay more attention to employees 'innovative thinking and problem-solving ability, which requires the education mode to adapt to this change and stimulate students' learning interest and creativity through modern teaching methods such as project-based learning and flipped classrooms.Some forward-thinking universities have begun to update their curricula to reflect the demands of the digital economy. Stanford University and MIT, for example, offer specialized courses in data science and machine learning that cover not only technical skills but also topics such as data privacy and ethics. Universities in Europe, such as Oxford and Cambridge, are also building digital literacy and innovation by adding interdisciplinary courses in digital humanities and digital social sciences. In addition to technical skills, computational thinking and data literacy are also key teaching elements. Computational thinking teaches students how to use concepts from computer science to solve problems, which includes skills such as abstraction, automation, decomposition, and pattern recognition. Data literacy involves the ability to understand, manage, and apply data. Teaching strategies include integrating these concepts into teaching across disciplines, using case studies and project-based learning to provide hands-on experience, and encouraging students to participate in data-driven research projects.

4.2.3, the lack of school-enterprise cooperation limits students' opportunities to practice. Digital economy emphasizes the combination of theory and practice, while the current school-enterprise cooperation often stays on the surface, lacking depth and breadth. Students lack the opportunity to participate in real projects, and exercising their professional skills and working ability in practice is difficult.The implementation of these strategies faces multiple challenges. First, training professors to master the latest digital technologies is an ongoing process that takes time and resources. Second, engaging companies in the education process may require new partnerships and agreements to ensure that educational content is aligned with industry needs.

There is also a need to develop and maintain infrastructure to support digital instruction, such as high-performance computing facilities and data storage solutions. Finally, ensuring that all students have a fair chance to acquire these new skills may require addressing economic and social inequalities.

4.2.4, the limitations of international exchanges and cooperation also affect the students' global vision. In the context of globalization, the capacity for cross-cultural exchanges and international cooperation has become increasingly important. However, many students lack the experience of studying and internships overseas due to limited resources and opportunities, which partly limits their understanding of global market trends and adaptability to multicultural situations.

Given these problems, the education and industry circles need to make joint efforts to promote the reform and innovation of the education model. On the one hand, educational institutions need to update the curriculum content, introduce more cutting-edge technology courses related to the digital economy, and strengthen the combination of theory and practice. On the other hand, educators need to adopt more diverse and interactive teaching methods to cultivate students' critical thinking and innovative ability. At the same time, it strengthens cooperation with enterprises, provides students with more opportunities to participate in practical work, and helps them improve their professional skills and working ability. In addition, it is also necessary to expand international exchanges and cooperation, provide students with more opportunities to study and practice overseas, broaden their global vision, and enhance their ability to cross-cultural exchanges and international cooperation. Through these measures, high-quality talents can be trained and more tailored to the needs of the digital economy era.

4.3 Construction of innovative talent training mode

Higher education institutions need to build innovative talent training models to meet the challenges posed by the digital economy. This paper proposes the following strategies:

4.3.1 Innovation of the curriculum system is the key to adapting to the digital economy's development. This means that higher education institutions must deeply review the existing curriculum and the necessary reforms. First, the course content must be updated to ensure that teaching keeps pace with the latest technological advances and industry trends. This includes introducing digital economy-related courses, such as big data analytics, artificial intelligence foundations, and principles of cloud computing, to fill the gap between knowledge and market demand. Secondly, it strengthens the combination of theory and practice. Through case studies, laboratory work, project-driven learning, and other methods, students can master theoretical knowledge in practical operations and enhance their ability to solve complex problems. Through such innovation of curriculum systems, talents with profound theoretical foundations and rich practical experience can be cultivated to meet the urgent demand for high-quality talent in the era of the digital economy.

4.3.2 Reforming the teaching method is the only way to improve the quality of education. In the context of the digital economy, traditional cramming teaching is no longer adapted to the requirements of the new era. Educators should adopt modern teaching methods like case teaching, project-driven, and flipped classrooms to stimulate students' interest in active learning and foster innovative thinking. Case teaching allows students to learn knowledge and skills in discussing and solving practical problems by analyzing real or simulated business cases. The project-driven method allows students to apply what they have learned while completing specific projects, enhancing their practical ability and teamwork spirit. The flipped classroom reverses traditional classroom teaching and homework, allowing students to preview new knowledge before class and conduct in-depth discussion and application in class to improve learning efficiency. Implementing these methods helps students to change from passive acceptance of knowledge to active exploration and creation of knowledge and cultivate talents with innovative ability and lifelong learning abilities for the era of the digital economy.

4.3.3 In-depth cooperation between universities and enterprises is important for higher education and enterprises to achieve win-win results. By establishing close cooperative relations with enterprises, universities can provide students with rich internship and training opportunities to exercise and improve their professional skills in the actual working environment. This cooperation mode not only helps students combine theoretical knowledge with practice, enhances their ability to solve practical problems, and provides talents with practical experience for enterprises. In addition, school-enterprise cooperation can also promote the sharing of educational resources, strengthen the connection between teaching content and enterprise needs, and realize the deep integration of education and industry to cultivate high-quality talents more in line with the market demand. This cooperation mode has a positive significance for the personal development of students, the development of enterprises and the progress of the whole society.

4.4 Expanding the international vision is an important part of education internationalization.

It aims to provide a broader platform for students to learn and grow by strengthening international exchanges and cooperation. By establishing cooperative relations with overseas universities and enterprises, universities provide students with opportunities to study and practice overseas, giving students the opportunity to go

abroad, make contact with different cultural and educational systems, broaden their horizons, and enhance their international competitiveness. During their overseas study period, students can learn advanced professional knowledge and skills, exercise their language skills, and improve their cross-cultural communication and collaboration skills. In addition, overseas study and internship experience can also help students build an international network and lay a solid foundation for their future career development. Through the expansion of international vision, students can better adapt to the development trend of globalization and become high-quality talents with international vision and competitiveness.

4.5 Interdisciplinary integration training is an important trend of modern education.

It emphasizes breaking the boundaries between traditional disciplines and encouraging students to study and explore multiple subject areas. In this way, students can obtain a more comprehensive and comprehensive knowledge structure and cultivate interdisciplinary thinking and innovation ability. By offering multidisciplinary courses, projects, and research platforms, universities provide students with diversified learning opportunities and promote interdisciplinary exchanges and cooperation. In multidisciplinary learning, students can combine the theories and methods of different disciplines to solve complex problems and form a unique perspective and solution. In addition, interdisciplinary integration training also helps cultivate interdisciplinary talents. Such talents have profound professional knowledge and interdisciplinary comprehensive quality, which can help them adapt to the rapidly changing social and economic environment and meet the needs of all walks of life. Through interdisciplinary integration training, colleges and universities can cultivate more high-quality compound talents with innovative spirit and practical ability for society.

5.Discussion

In the digital economy era, training innovative talents has become an important task for higher education institutions. Through in-depth analysis, this study proposes a series of construction strategies for innovative talent training modes to cultivate students' technical application ability, creative thinking, and international vision. Our results show that students' practical ability and innovative abilities can be effectively improved through curriculum system innovation and teaching method reform.

From a theoretical and practical point of view, our results have important implications for educational theory and practice. For example, Davenport & Kirby (2016) and Kolb & Kolb (2005) emphasized the impact of learning space and learning style on educational effects, which is supported by our results and provides applications in practice through specific teaching method reform strategies, such as case teaching and project-driven learning.

Although our study proposes a series of innovative strategies, some limitations exist. For example, although interdisciplinary integration training can cultivate students' comprehensive quality, it may encounter problems of subject barriers and resource allocation in the implementation process. Moreover, implementing international vision expansion strategies requires a stable partnership of higher education institutions with international partners, which may require time and continuous effort.

Future studies could further explore how to optimize the implementation process of interdisciplinary integration training and evaluate its long-term effect on improving students' comprehensive quality. Meanwhile, research can focus on establishing and maintaining effective international partnerships and how these collaborations affect students' global competitiveness. Through these studies, we can provide more specific and practical guidance for higher education institutions to help them better adapt to the talent training needs in the digital economy era.

six.conclusion

In the digital economy era, training innovative talents has become an important task for higher education institutions. Through in-depth analysis, this paper puts forward a series of construction strategies for an innovative talent training mode, which aims to cultivate students' technical application ability, innovative thinking, and international perspective. The results show that students' practical ability and innovation abilities can be effectively improved through curriculum system innovation and teaching method reform. Our study highlights the impact of learning space and learning style on educational effectiveness and provides specific teaching method reform strategies, such as case teaching and project-driven learning, to support students to explore and create knowledge proactively. Although the research has proposed a series of innovative strategies, some limitations exist, such as the implementation challenges of interdisciplinary integration training and the need for cooperation of international vision expansion strategies. Future studies could further optimize the implementation process of interdisciplinary integration training and evaluate its long-term effect on improving students' comprehensive quality, while focusing on establishing and maintaining effective international partnerships.

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