

Exploration of Enterprise Digital Composite Talent Cultivation System in Vocational Undergraduate Colleges under the Background of Meta-universe

Zhuyu Wang

Hainan Vocational University of Science and Technology, Haikou Hainan 571126, China

ABSTRACT

This paper discusses the importance and methods of how vocational undergraduate colleges can build an enterprise digital composite talent cultivation system in the context of meta-universe. By analysing the current educational situation and social demand, it puts forward some suggestions and reflections, aiming to provide reference for vocational undergraduate colleges to cultivate composite talents adapted to the needs of the future digital era.

KEYWORDS

Meta-universe; Vocational undergraduate colleges; Talent cultivation system

1 Introduction

With the rapid development of information technology and the rise of the concept of meta-universe, the digital transformation of enterprises has become an inevitable trend for future development. In this context, vocational undergraduate colleges, as an important channel for talent cultivation, are faced with the challenge and opportunity of how to cultivate composite talents adapted to the digital needs of enterprises. This paper will discuss the background of the meta-universe, the role of vocational undergraduate colleges, the digital needs of enterprises, and the construction of the composite talent training system.

2 Talent Development Needs in the Context of the Meta-universe

2.1 Explanation and Implications of the Meta-universe Concept

2.1.1 Definition and Characteristics of the Metaverse

The meta-universe is a virtual digital space, constructed from real-world content such as people, objects and scenes through digital technology, with a high degree of interactivity and realism. In the meta-universe, people can enter this digital space with a virtual identity and carry out various activities and interactions, creating a variety of novel experiences and possibilities. Its characteristics include virtuality, interactivity, cross-border and openness. Virtuality refers to the fact that the metaverse is a virtual digital space; interactivity indicates that users can engage in various interactions and activities in it; cross-boundary means that the metaverse is able to integrate content and resources from different domains; and openness means that it is open to outside content and participants.

2.1.2 The Impact of the Metaverse on Enterprise Digitisation

The emergence of Metaverse has had a profound impact on the digital transformation of enterprises. Metaverse provides a new digital platform for enterprises to display their products, services and brand images more intuitively and interact more closely with consumers. Through Metaverse, enterprises can realise the integration of online and offline, improve consumer experience and expand market space. Metaverse can also change the operation mode and business process of enterprises. Enterprises can use meta-universe technology to conduct virtual meetings, remote collaboration, digital marketing and other activities to improve work efficiency, reduce costs and accelerate the decision-making process. At the same time, the metaverse provides a broader space for enterprise innovation and promotes cross-border cooperation and co-creation. The meta-universe will also pose new challenges to enterprise talent training and management. Enterprises need to have digital talents who can adapt to the meta-universe environment, with good communication skills, innovative thinking and cross-border cooperation.

2.2 Analysis of Trends in Enterprise Digitisation

2.2.1 Current Status of Enterprise Digital Development

At present, with the continuous progress of information technology and the promotion of digital transformation, more and more enterprises are beginning to realise the importance of digitalisation and are actively taking measures to carry out digital upgrading. Enterprise digitalisation has become an inevitable choice for enterprise development, involving all aspects of products, services and management. Many enterprises are making use of advanced technologies such as cloud computing, big data and artificial intelligence to achieve digital transformation of their business and enhance their competitiveness and market influence.

2.2.2 Changes in Talent Requirements Due to Enterprise Digitisation

As companies digitise further, the demand for talent is changing. Traditional technical positions are still important, but at the same time enterprises also need to have interdisciplinary knowledge and comprehensive ability of the composite talent. These talents need to have expertise in digital technology, but also need to have good communication skills, innovative spirit and teamwork ability, and be able to adapt to the fast-changing market environment and digital work style. Therefore, enterprises pay more attention to the cultivation of all-round quality rather than the mastery of single skills when recruiting and training talents.

3 The Role of Vocational Undergraduate Institutions in Cultivating Composite Talents

3.1 Mission and Responsibilities of Vocational Undergraduate Institutions

3.1.1 Talent Training Orientation of Vocational Undergraduate Institutions

As an important part of higher education, vocational undergraduate colleges and universities are mainly orientated towards the cultivation of application-oriented and skill-oriented talents. Different from traditional theoretical universities, vocational undergraduate colleges pay more attention to cultivating students' practical skills and vocational qualities, so that they can quickly adapt to the working environment and be qualified for relevant positions. Therefore, the talent cultivation orientation of vocational undergraduate colleges lies in the cultivation of application-

oriented talents with practical skills, innovation ability and teamwork ability.

3.1.2 Characteristics and Strengths of Vocational Undergraduate Institutions

Vocational undergraduate colleges have some unique features and advantages over traditional theoretical universities. Vocational undergraduate colleges are closer to the needs of society and closely match the characteristics of the industry, offering professional and practical courses to help students quickly integrate into the workplace. Vocational undergraduate colleges focus on practical teaching and provide a wealth of internships and practical projects to develop students' hands-on and problem-solving abilities. Vocational undergraduate colleges also have flexible curricula and teaching modes, which can better adapt to the market demand and changes in the industry and provide students with a more personalised learning experience.

3.2 Objectives and Requirements for Cultivating Composite Talents

3.2.1 Definition and Characteristics of Composite Talent

Composite talents refer to comprehensive talents with multifaceted abilities and qualities, who not only have solid knowledge and skills in their professional fields, but also possess such characteristics as interdisciplinary thinking, innovation, communication ability and teamwork spirit. In today's society and workplace environment, a single professional knowledge has been unable to meet the challenges of rapid change and complex needs, and the cultivation of composite talents has become an important task of education. Composite talents have solid professional knowledge and skills, high professionalism and competitiveness in their own fields; they have interdisciplinary thinking and problem-solving skills, and are able to integrate resources and knowledge across borders and put forward innovative solutions; composite talents also have good communication skills and teamwork spirit, and are able to co-operate, exchange and co-ordinate with others effectively to achieve team goals and project results.

3.2.2 The Necessity and Urgency of Cultivating Composite Talents

With the acceleration of scientific and technological progress and social change, the traditional division of labour into specialties can no longer meet the demand for solutions to complex problems and challenges, and there is a growing demand in society for multifaceted and all-rounded composite talents. Against this background, it is particularly necessary and urgent to cultivate composite talents. Composite talents can better adapt to the future development trend of society and workplace. With cross-field knowledge and skills, they can respond more flexibly to diversified work demands and challenges, and have stronger adaptability and resilience.

4 The Construction of Enterprise Digital Composite Talent Training System Methods and Paths

4.1 Innovation in Curriculum and Teaching Mode

4.1.1 Introduction of Specialised Courses Related to Enterprise Digitisation

Vocational undergraduate colleges and universities should respond positively to market demand and offer professional courses related to enterprise digitisation. These courses should cover the basics of digital technology, such as big data analysis, artificial intelligence, Internet of Things, etc. They should also be integrated with the actual industry and train students to have the ability to

solve practical problems in a digital environment. By offering these specialised courses, students will be able to gain an understanding of and exposure to the digital field during their school years, laying a solid foundation for smooth integration into the digital development of enterprises in the future. In order to better meet the needs of the digital era, the curriculum can also include interdisciplinary content, such as the combination of digital technology and business management, or the application of digital technology in design, art and other fields.

4.1.2 Implementation of Interdisciplinary Teaching Models

Interdisciplinary teaching mode is a teaching method that integrates and cross-applies knowledge from different disciplines. In vocational undergraduate colleges and universities, the implementation of interdisciplinary teaching mode can effectively break down the traditional disciplinary barriers and promote the comprehensive development of students in the field of multidisciplinary knowledge. For example, a course combining computer science and business management can be set up as an interdisciplinary course, so that students can learn both the application of digital technology and the basic theory and practical skills of business management. This mode of teaching can cultivate students' comprehensive abilities and improve their problem-solving and innovation skills. The implementation of interdisciplinary teaching mode can also promote interdisciplinary exchanges and co-operation among the faculty and promote the integration and sharing of resources among disciplines within the school. Teachers can co-operate across disciplines to jointly design and teach interdisciplinary courses, thus achieving cross-penetration and integration of knowledge and improving teaching quality.

4.2 Practical Teaching and Internship Training Enhancement

4.2.1 Conducting Business Co-operation Projects and Practical Activities

In vocational undergraduate colleges and universities, the development of enterprise co-operation projects and practical activities is an important way to enhance students' practical ability and competitiveness in employment. Through co-operation with enterprises, students can come into contact with real working environments and cases, and understand the mode of operation and needs of enterprises, so as to better integrate into the workplace. Data analysis projects can be carried out in cooperation with enterprises in the field of digitalisation, so that students can master data processing and analysis skills through practical operation; product design and marketing activities can also be carried out in cooperation with innovative enterprises, so as to cultivate students' innovative thinking and teamwork skills. By carrying out enterprise co-operation projects, students can not only apply theoretical knowledge to practice, but also establish contact and co-operation with enterprises, providing more opportunities for future employment. Schools can also make use of the resources of enterprises to update the content of the curriculum in a timely manner, so as to make the teaching closer to the market demand and improve the quality of teaching.

4.2.2 Expanding Internship Training Bases and Resources

Internship training is an important way for students to improve their practical ability and professionalism, therefore, vocational undergraduate colleges and universities should continue to expand their internship training bases and resources to provide students with more practical opportunities and platforms. By establishing cooperative relationships with different types of enterprises and organisations, schools can provide students with diversified internship opportunities, so that they can gain rich practical experience in different fields and positions. For

example, in the field of digitalisation, students can choose to do internships in big data companies, artificial intelligence research institutes or IoT enterprises, so as to gain an in-depth understanding of industry development trends and technology applications. Schools can also actively seek support from the government and enterprises to upgrade the hardware facilities and resource conditions of internship training bases to ensure that students can receive good guidance and support in practice. At the same time, the school can also continue to improve the internship training management mechanism, strengthen the supervision and evaluation of the process of student internship to ensure the quality and effect of internship training.

5 Conclusion

Vocational undergraduate colleges and universities in the context of the meta-universe to build enterprise digital composite talent training system, we need to multi-party synergy, continuous innovation of education and teaching modes, expanding the practice teaching opportunities, strengthening the students' ability to cultivate and enhance the quality of students, and to make positive contributions to the society to cultivate more composite talents to adapt to the needs of future development.

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Author the Author

Zhuyu Wang, Master, Associate Professor, Senior Economist; Main Research Direction: Teaching Management.

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