

Research on the training path of college students' service innovative talents under the background of new quality productive forces——A case study of Service Management

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ABSTRACT

Under the background of the vigorous development of new quality productive forces, the traditional talent training model is facing unprecedented challenges. Service innovative talents have become a key force to promote industrial upgrading and economic transformation. Based on the analysis of the existing training mode of colleges and universities, this paper puts forward the training path of service innovative talents in colleges and universities: curriculum system reconstruction, teaching method innovation, practice platform construction and evaluation system reform. Taking "Service Management" course as an example, the empirical analysis of 138 valid questionnaires shows that students participating in this course have higher service consciousness, innovative thinking ability, innovative learning ability and innovative practice ability. This paper not only enriches the theoretical research of service education, but also provides practical guidance for colleges and universities to cultivate service innovative talents, which is of great significance for promoting the integrated development of education and industry.

KEYWORDS

New quality productive forces; Service consciousness; Educational innovation theory; Training path

1 Introduction

Vigorously developing new quality productive forces has become a key strategic measure to promote the deepening and solid development of Chinese modernization and high-quality development^[1]. In this context, according to the new trend of scientific and technological development, it is particularly important to optimize the subject setting and personnel training mode of colleges and universities, so as to cultivate all-round talents for developing new quality productive forces and promoting high-quality development^[2].

With the profound changes in the global economy and the rapid development of science and technology, the new quality productive forces is gradually replacing the traditional production mode and becoming a new engine to promote economic and social progress^[3]. The new quality productive forces, represented by information technology, artificial intelligence, big data and cloud computing, has brought profound impact on the traditional service industry^[4]. In addition to traditional services, a large number of new service industries have emerged, characterized by digital economy, sharing economy and platform economy. The manufacturing industry also increases its competitive advantage through servitization. At present, in addition to technological innovation, service innovation has become a new source of competitive advantage in various industries.

However, the training of service innovative talents has not received great attention from major universities. Many universities still adopt the traditional and single talent training mode for the training of college students, which cannot meet the requirements of the market for talents, especially high-end talents to meet the needs of new quality productive forces. For example, Wang et al. (2022) pointed out that there is a contradiction between the cultivation mode of undergraduate talents in archives science and the current market demand for talents^[5]. Although some scholars have explored the training modes and schemes of various comprehensive talents, most of them have not been put into practice. How effective it is remains to be explored.

Under this background, it is very important to study the training path of college students' service innovation talents. Service innovative talents refer to individuals who have interdisciplinary knowledge, innovative thinking and service consciousness, and can create new services, new products or new business models to meet social needs under the impetus of new quality productive forces. They are the key factors to promote industrial upgrading and enhance national competitiveness, as well as the core driving force to achieve high-quality economic development^[6]. The formation mechanism of service innovation consciousness follows the logic of "values-attitude-behavior". Curriculum reform is conducive to improving students' self-motivation from the perspective of values, thus stimulating service innovation consciousness and innovative behavior.

Therefore, by combing through the research on service innovation and teaching reform of college students at home and abroad, this study puts forward the training path of college students' service innovation talents in a targeted and scientific way. At the same time, the effectiveness of this approach is verified through questionnaire survey and empirical analysis, which contributes to the research on the cultivation of college students' service innovative talents under the background of new quality productive forces.

2 Literature Review

In order to deeply understand the current training direction and training path of college students, this paper studies the following aspects through literature analysis.

2.1 Research on the Cultivation of Service Consciousness of College Students

The service consciousness refers to the concern and care for others, and the consciousness of sharing joy and pain with others. Students with a good sense of service can take the initiative to care for others, help others, and form a lasting habit in later life. In real life, people with a sense of service are more likely to establish good interpersonal relationships with others and show excellent teamwork skills at work.

Earlier studies on college students' sense of service were mainly based on social service. Scholars generally believe that college students' service consciousness is directly affected by their ideological and political education, so they attach importance to cultivating college students' sense of social responsibility. Through cultivating college students' personal ability and professional ability, college students can serve the society better. Based on this, most colleges and universities adopt social practice activities to cultivate and enhance students' social service consciousness and voluntary service consciousness. For example, through the "three trips to the countryside" social practice, students step out of the ivory tower and directly participate in the rural culture, science and technology, health and other fields of service^[7]. This process is not only a practical application of professional knowledge, but also a profound experience and internalization of the spirit of service^[8].

In the service consciousness training strategy and path research, many scholars have carried out exploration. For example, domestic scholar W et al. (2020), from the perspective of all-round

education, put forward the problem that college students have weak service awareness and insufficient dedication, and put forward five ways to cultivate service awareness^[9]. Yang et al. (2021), aiming at the hotel management major, expounds the importance of service consciousness and the current situation and reasons for the lack of service consciousness among vocational college students from the two aspects of service consciousness connotation and training content, and further discusses the cultivation path of college students' service consciousness^[10]. Relevant foreign studies, such as Rondini (2015), discussed the feasibility of cultivating students' service consciousness and critical thinking through the process of service learning^[11]. Dexter (2021) explored the ability to cultivate college students' service consciousness through the combination of knowledge learning, communication and interaction, and social service practice^[12].

2.2 Research on the Cultivation of College Students' Innovative Ability

College students' innovative ability refers to the ability of college students to solve problems independently and creatively and promote social progress in academic, scientific and technological, cultural and other fields. This ability is not only reflected in the mastery and application of knowledge, but also in the ability to break the routine, put forward new ideas and new methods, so as to promote the development of disciplines and social progress.

Many scholars have analyzed innovation and entrepreneurship together, that is, explored the cultivation of students' innovation and entrepreneurship ability. For example, Su (2017) proposed the "three-level training path" and constructed the "innovation and entrepreneurship practical skills effect evaluation index system" to provide a theoretical basis for the innovation and entrepreneurship practical skills education of undergraduates majoring in economics and management^[13]. For undergraduate students majoring in economics and management, Huang (2022), in accordance with the idea of "ideological and political guidance - integration of practice - feedback and summary", integrates innovation into classroom ideological and political thinking to achieve the cultivation of innovative thinking and ability of undergraduates^[14]. In addition, some scholars only explored from the perspective of innovation ability. For example, Xu et al. (2017), starting from the current situation of undergraduate students majoring in economics and management at that time, proposed a new teaching reform model from the perspective of "combining inside and outside the class" to cultivate interdisciplinary talents with innovation ability^[15]. Then, Xu et al. (2018) combined with the new assessment system to build a systematic teaching model for the cultivation of innovative ability for undergraduate students of economics and management^[16]. Zhao (2023) improved the innovation ability of economics and management college students by establishing a knowledge sharing platform integrating interdisciplinary integration platform, innovation and entrepreneurship competition guidance platform and industry-university-research collaborative innovation platform^[17]. At the same time, Keinanen et al. (2019) used case studies to discuss the influence of learning environment on college students' innovation ability, and analyzed the corresponding training paths for students with different levels of innovation ability^[18]. Most colleges and universities have also put into more practices to cultivate students' innovation and entrepreneurship ability, such as setting innovation and entrepreneurship courses or encouraging students to participate in innovation and entrepreneurship competitions^[19].

2.3 Research on the Cultivation of College Students Under the Background of New Quality Productive Forces

Driven by a new round of scientific and technological revolution and industrial transformation, new quality productive forces is generated by the iteration and upgrading of various factors of

productivity, and the key to its formation and development is scientific and technological innovation and educational development^[20]. It has become a general trend that artificial intelligence enables modern education and teaching to cultivate and form new quality productive forces. As a centralized intersection of education, science and technology, and talents, colleges and universities should make greater efforts in developing new quality productive forces^[21].

Some scholars have provided reference for the talent training path of colleges and universities based on the background of new quality productive forces. For example, Hu (2024) first explored the changes in the connotation of technical skill talents' ability under the background of new quality productive forces, and then proposed the advanced training model of technical skill talents of "secondary vocational, higher vocational college and higher vocational college"^[22]. Luo (2024) proposed a training path for innovative talents in colleges and universities aiming at the high-quality development of new productivity by analyzing the realistic dilemma of training innovative talents in colleges and universities^[23]. Based on the background of "new quality productive forces + new liberal arts", Gu (2024) analyzed the dilemmas faced by liberal arts majors in innovative education and proposed a path to improve innovative ability^[1].

Generally speaking, the cultivation of college students' service consciousness and innovation ability has gradually attracted the attention of scholars at home and abroad. However, there are relatively few researches on college students' service innovation training, and there is a lack of college students' training model under the background of new quality productive forces. There are some problems, such as lack of pertinence and lack of systematic and theoretical service for innovative talent training program framework. At the same time, the existing researches at home and abroad lack the discussion on the combination of the training of service innovation consciousness and specific professional courses. Under the background of new quality productive forces, the service industry has developed vigorously, and the social and economic development has shifted from the product-led logic to the service-led logic. At present, the country puts forward the service-oriented strategy of manufacturing industry, and enterprises actively carry out service-oriented transformation. Such a social background puts forward new requirements for college students' service innovation. Therefore, it is self-evident that it is important to study the training path of college students' service innovation talents under the background of new quality productive forces.

3 Service Innovation Talent Training Strategy and Path

In the above literature review part, this paper deeply discussed the rapid development of service economy under the background of new quality productive forces and the profound change of talent demand. In this context, as a bridge connecting theory and practice, the innovation of teaching content and methods of Service Management is particularly important.

The theory of educational innovation emphasizes that the education system needs to constantly adapt to the development of The Times and the changes in social needs, and pursue a more reasonable and scientific education system by adjusting, updating and optimizing the original functions^[24]. The theory of talent training mode focuses on how to effectively integrate educational resources and design scientific and reasonable training programs to achieve specific talent training goals^[25]. Applying this theory to the training of service innovative talents means that we must first make clear the training goal, that is, train service talents with innovative thinking, innovative ability and innovative spirit; Secondly, the principles of combining theory with practice, integrating professional education with general education, and integrating industry-university-research and application are clarified. Finally, build an open, inclusive and exploratory learning environment, so

that students can learn in practice and grow in innovation.

In order to enhance students' awareness of service innovation and practical operation ability, and to train more high-quality innovative talents in the field of service management, this study combined with the discipline characteristics of Service Management and based on the theory of educational innovation and talent training class mode, designed and implemented a series of innovative teaching programs. Try to put forward a more scientific, reasonable and standardized training path for innovative service talents of college students, see Figure 1.

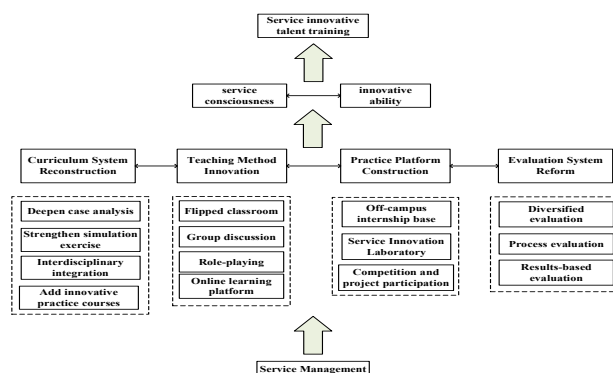


Figure 1 Service innovation talent training path.

3.1 Curriculum System Reconstruction

1. Deepen case analysis: In the context of new quality productive forces, a large number of cutting-edge cases have emerged in the field of service management, which not only cover the transformation and upgrading of traditional service industries, but also involve the innovative practice of emerging service industries. In the course of "Service Management", classic and innovative cases of service industry at home and abroad are selected. Teachers should guide students to conduct in-depth analysis from multiple dimensions, such as market positioning, service design, customer experience, operation management, etc. At the same time, students are encouraged to participate in interactive discussions and simulate real service scenarios through group discussions, role playing and other ways to stimulate students' innovative thinking and critical thinking. This in-depth analysis and interactive discussion will help students master the core elements and key skills of service innovation in practice.

2. Strengthen simulation exercise: In order to allow students to exercise their service innovation ability in a near-real environment, service management courses should strengthen simulation exercise. Through the construction of virtual or physical service scenarios, such as customer service center, intelligent service platform, students can play different roles in the simulated environment, experience the service process, find the problems in the service and propose solutions. Through simulation exercises, students can practice their service skills, improve their resilience, and deepen their understanding of service innovation. At the same time, with the development and maturity of virtual reality (VR) and artificial intelligence (AI) technologies, these technologies can also provide a more real and rich experience for simulation exercises.

3. Interdisciplinary integration: As an interdisciplinary discipline, service management involves many fields such as economics, management and psychology. Integrate interdisciplinary knowledge such as psychology, information technology and marketing into service management courses. For example, analyze customer behavior through psychological principles, optimize service process through information technology, and enhance service competitiveness through marketing strategies. At the same time, the school can cooperate with enterprises and scientific research

institutions to jointly set up interdisciplinary service projects, so that students can participate in the planning, implementation and evaluation of projects. Through the implementation of interdisciplinary projects, students can comprehensively apply their knowledge to solve practical problems and exercise their service innovation ability.

4. Add innovative practice courses: In order to improve students' service innovation ability, innovative practice courses should be added to service management courses. These courses can include innovative design, entrepreneurship plans, service innovation competitions, etc., and are designed to provide students with practical opportunities and display platforms. By participating in innovation practice courses, students can personally experience the whole process of service innovation, from the creation of ideas to the implementation of plans to the display of results, and comprehensively improve their own service innovation ability. The curriculum should focus on the combination of theory and practice, and encourage students to propose innovative plans and try to implement them.

3.2 Teaching Method Innovation

1. Flipped classroom: By adjusting the allocation of time in and out of the classroom, the decision of learning is transferred from the teacher to the student. It emphasizes "learning before teaching", that is, students learn independently by watching teaching videos and reading materials before class, and focus on deep learning activities such as problem discussion, case analysis and practical operation in class. This teaching mode not only improves the learning efficiency, but also cultivates the students' independent learning ability and innovative thinking.

2. Group discussion: Group discussion is an effective cooperative learning method, which promotes the collision of thinking and the integration of viewpoints through the interaction and communication among group members, and helps to cultivate students' teamwork ability and innovation ability. Divide the discussion into small groups according to the course content and students' interests. Team members need to work together to complete the task. Through group discussion, students can practice teamwork, improve communication skills, and gain inspiration from others' perspectives.

3. Role-playing: Role-playing is a kind of situational simulation teaching method, which allows students to play different roles and experience, learn and reflect on simulated work scenarios. The introduction of role playing in service management courses allows students to play different roles (such as customers, service personnel, managers, etc.) and experience various situations in the service process, which can help students deeply understand key concepts such as service process, customer needs and service innovation, and improve their practical ability and professional quality. Role-playing also helps students to have a deep understanding of the service process, improve service awareness and coping ability.

4. Online learning platform: Online learning platform uses modern information technology to provide students with rich learning resources and convenient learning ways. It breaks the constraints of time and space and enables students to personalize their learning according to their own learning progress and needs. Using online resources such as MOOC and micro courses to provide students with flexible and diverse learning channels. Online platforms can record students' progress and achievements for teachers to track and evaluate. At the same time, students can study anytime and anywhere to improve learning efficiency^[26].

3.3 Practice Platform Construction

1. Off-campus internship base: As an important bridge connecting universities and enterprises,

off-campus internship base provides students with a real working environment and practical opportunities. By participating in the daily operation and service projects of enterprises, students can intuitively understand the latest trends and market needs of the service industry, apply the theoretical knowledge to solve practical problems, and effectively shorten the distance between theory and practice. Enterprises should provide students with the necessary guidance and support to ensure that they can successfully complete their tasks and learn from them.

2. Service Innovation Laboratory: Service innovation Laboratory is an important carrier for the practical teaching of service management courses, aiming at providing students with an open, free and collaborative innovation environment. Establish a service innovation laboratory on campus, equipped with advanced equipment and software resources. The laboratory should be open to all teachers and students, and interdisciplinary teams should be encouraged to conduct collaborative research. The laboratory can regularly hold innovation competitions, seminars and other activities to stimulate students' innovation enthusiasm and show their results.

3. Competition and project participation: Participating in various service innovation competitions is an important way to test students' practical ability and innovation ability. Students are encouraged to participate in various service innovation competitions, business planning competitions and other activities. Through competitions and project participation, students gain an in-depth understanding of the practical problems and needs of the service industry, apply their knowledge to propose innovative solutions and put them into practice. At the same time, it can also exercise innovative thinking and practical ability, make like-minded friends, and expand networking resources. Schools and teachers shall provide necessary guidance and support to participating students.

3.4 Evaluation System Reform

1. Diversified evaluation: Diversified evaluation includes the diversification of evaluation subjects and the diversification of evaluation content. Under the background of new quality productive forces, the evaluation of college students' service innovation talents is no longer limited to the traditional single teacher evaluation, but should introduce diversified evaluation subjects, such as the evaluation of counselors, the evaluation of school-enterprise partners, and the self-evaluation of students. In terms of the diversification of evaluation content, a diversified evaluation system should be built to include students' practical ability, innovation ability and teamwork ability into the evaluation scope. In addition to traditional test scores, attention should also be paid to how students perform in class discussions, group assignments, practical projects, and so on.

2. Process evaluation: Process evaluation emphasizes the tracking and timely feedback of students' learning process. Focus on the evaluation of students' learning process, including learning attitude, participation, cooperation and so on. Process evaluation data are collected through classroom observation, group discussion records, homework correction, etc., and timely feedback is given to students to help them improve. Procedural evaluation also emphasizes the dynamic adjustment of teaching content and methods based on student learning progress and feedback. Teachers can adjust teaching plans and optimize teaching methods according to students' learning conditions to ensure that each student can grow at a pace that suits them

3. Results-based evaluation: Results-based evaluation mainly focuses on students' learning outcomes, and tests students' innovative ability and practical ability through achievement display and evaluation. Combined with the final exam, project report, competition results and other outcome evaluation methods, comprehensively reflect the learning effect and growth trajectory of students. In addition, the outcome evaluation should adopt a combination of quantitative and qualitative evaluation, paying attention to both the quantitative indicators of the results (such as the

number of papers published, the number of awards, etc.) and the qualitative value of the results (such as innovation, practicability, social impact, etc.). The result evaluation should focus on evaluating students' knowledge mastery and application ability, and encourage students to show individuality and innovation.

4 Empirical Analysis

In order to investigate the effectiveness of embedding service innovation ideas in the teaching process of Service Management, this study conducted a questionnaire survey on college students. Specifically, this study designed a seven-level Likert scale to measure the level of service awareness and innovation ability of students who have participated in the Service Management course and those who have not been exposed to the Service Management course.

4.1 Questionnaire Design and Distribution

The existing researches on "service innovation" mostly focus on the performance assessment of enterprise service innovation. The research on college students' service innovation ability is not perfect, and there is no mature and available measurement scale. Therefore, this study refers to the existing literature and divides service innovation into two dimensions, service consciousness and innovation ability. There are 4 measurement items of service consciousness, such as "Do you think that serving the society is one of the responsibilities of college students"; Innovation ability is measured in nine items, such as "When you encounter a problem, you can always analyze it from a different Angle" and so on. The items were measured using a 7-level Likert scale, from 1 to 7, indicating the degree of agreement of the described situation (1= very inconsistent, 7= very consistent).

In order to ensure the quality of the questionnaire, this study adopts a combination of online and offline questionnaires. Professional online platforms WJX and Credamo were used to collect data, and the survey objects were college students. It is stated in the questionnaire that this survey is only for academic research and will not disclose any personal privacy information. Finally, 138 valid questionnaires were obtained. Among them, 61 were male, accounting for 44.2%, and 77 were female, accounting for 55.8%; 81 people have participated in the Service Management course.

4.2 Reliability and Validity Analysis

Reliability and validity test is the key to evaluate the reliability and validity of questionnaire data, which is directly related to the accuracy and credibility of research results. The results show that for variable service awareness, Cronbach's α value of this scale is 0.940; For variable innovation ability, Cronbach's α value of this scale is 0.972, both of which are greater than 0.7, indicating good reliability. KMO and Bartlett tests were used to conduct validity tests, and the results were shown in Table 1, with KMO values ranging from 0.9-1.0. The closer the KMO value is to 1, it means that the correlation between variables is stronger, and the original variable is more suitable for factor analysis. In conclusion, the reliability and validity of the research data are good.

In order to control possible Common Method Variance, this study consulted experts in related

Table 1 KMO and Bartlett test results.

KMO		0.975
Bartlett test	χ^2	2293.234
	df	78
	p	0.000

fields and repeatedly considered the measurement items to ensure the comprehensibility of the questionnaire and conducted effective tests to ensure the reliability of the data analysis. In this paper, the Harman single factor test method is used to calculate and test all the items. The results show that the first principal component obtained before rotation accounts for 23.004% of the total factor load, which does not exceed the critical value of 40%, indicating that there is no serious common method deviation problem.

4.3 Descriptive Statistics and Correlation Analysis

Table 2 shows the results of descriptive statistical analysis and correlation analysis. As can be seen from the table, the variables service consciousness, innovative thinking ability, innovative learning ability and innovative practice ability were significantly correlated ($r=0.957$, $P<0.01$).

Table 2 Descriptive statistics and correlation analysis.

Variable	Mean	S. D.	1	2	3	4	5	6
1.Gender	1.560	0.498						
2.Age	1.880	0.343	-0.344**					
3.Grade	2.340	1.181	-0.139	0.440**				
4.Service consciousness	4.654	1.747	0.018	0.121	0.082			
5.Innovative thinking ability	4.652	1.674	0.001	0.116	0.100	0.938**		
6.Innovative learning ability	4.539	1.833	-0.046	0.200*	0.135	0.923**	0.907**	
7.Innovative practice ability	4.544	1.746	0.012	0.134	0.100	0.926**	0.915**	0.913**

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

4.4 Variable Analysis

In this study, the subjects were divided into two groups according to whether they had participated in the Service Management course, and the difference of service innovation ability between the two groups was compared from two aspects: service consciousness level and innovation ability level by using independent sample T test.

The results of independent sample T test show that the students who have participated in the Service Management course have significantly higher service consciousness ($M_{\text{joined}} = 5.404$, $SD = 1.517$; $M_{\text{not}} = 3.588$, $SD = 1.468$), innovative thinking ability ($M_{\text{joined}} = 5.399$, $SD = 1.300$; $M_{\text{not}} = 3.591$, $SD = 1.577$), innovative learning ability ($M_{\text{joined}} = 5.457$, $SD = 1.389$; $M_{\text{not}} = 3.222$, $SD = 1.575$) and innovative practice ability ($M_{\text{joined}} = 5.350$, $SD = 1.462$; $M_{\text{not}} = 3.398$, $SD = 1.459$) than the students who have not participated in the course. See Table 3 for details. That is, the students who have participated in the Service Management course have a higher level of service awareness and innovation ability than the students who have not participated in the course.

Table 3 Independent sample T test.

	Mean $\pm$ S.D.		t	p
	Joined	Not join		
Service consciousness	5.404 $\pm$ 1.517	3.588 $\pm$ 1.486	7.010	$P<0.001$
Innovative thinking ability	5.399 $\pm$ 1.300	3.591 $\pm$ 1.577	7.363	$P<0.001$
Innovative learning ability	5.457 $\pm$ 1.389	3.222 $\pm$ 1.575	8.802	$P<0.001$
Innovative practice ability	5.350 $\pm$ 1.462	3.398 $\pm$ 1.459	7.732	$P<0.001$

In order to visually demonstrate the differences between the dependent variables of the two groups of subjects, the following bar chart was drawn in this study (see Figure 2).

To sum up, whether college students have participated in the Service Management course has a significant impact on students' service innovation ability. Students who have participated in this

course have a higher level of service consciousness, innovative thinking ability, innovative learning ability and innovative practice ability than those who have not participated in this course. Therefore, following the training mode mentioned above in colleges and universities has a significant positive impact on the service innovation ability of college students. Through the Service Management course, students can better master the theory of service management, and cultivate their innovative thinking and practical ability to adapt to the development needs of the service industry under the new business format in the future.

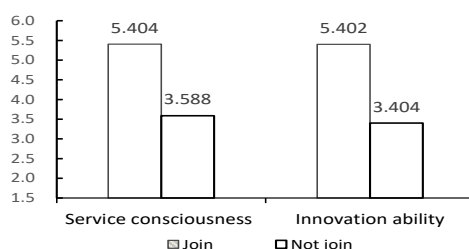


Figure 2 The differences between the two groups in Service consciousness and innovation ability.

5 Conclusion

Under the background of new quality productive forces, the training of service innovative talents has become a key factor to promote the high-quality development of economic society. This study takes the Service Management course as an example to discuss and propose the training path for undergraduates' innovative service talents under the background of new quality productivity. The path includes curriculum system reconstruction, teaching method innovation, practice platform construction and evaluation system reform. Through the collection of questionnaires, the differences between the two groups of students' service consciousness, innovative thinking ability, innovative learning ability and innovative practice ability were compared, and the effectiveness and feasibility of the training path was verified.

In terms of theoretical contribution, on the one hand, this study helps to deepen the understanding of talent training mode, so as to further enrich and improve the theoretical system of higher education talent training, and provide a new theoretical perspective and ideas for higher education reform. On the other hand, the cultivation of service innovative talents emphasizes students' practical ability and innovative ability, which requires higher education to change the traditional educational concept from knowledge imparting to ability cultivation.

In practice, first is this study can provide specific guidance and reference for college talent training practice. Through the exploration and summary of the training path of service innovative talents, it can provide practical reference for universities to formulate talent training programs, design curriculum systems, organize practical teaching, etc., and improve the pertinence and effectiveness of talent training. Secondly, with the continuous development of new quality productivity, the demand for innovative talents is becoming more and more urgent. Through the research on the training path of service innovative talents, more talents with innovative spirit and practical ability can be cultivated to meet the social demand for innovative talents and promote the development and progress of social economy. Finally, the research on the training path of service innovative talents pays attention to the cultivation of students' practical ability and innovative ability, which is conducive to the all-round development of students. By participating in service innovation practice activities, students can exercise their practical ability and innovation ability, and improve their comprehensive quality and competitiveness.

This study provides a useful exploration and reference for the construction of a talent training system to meet the needs of the new era. This is not only a positive response to the current higher education reform, but also a strong support for the high-quality development of the service economy in the future.

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