

Research on the Construction and Practice of the Virtual Teaching and Research Department of New Business

Hongxiang Ge

Huzhou Vocational and Technical College, Huzhou Zhejiang, China

Abstract: With the rapid development of information technology, virtual teaching and research department has gradually attracted attention in the field of business education as a new teaching mode. This paper studies the construction and practice of virtual teaching and research departments in business education, and discusses its role and significance in the development of new business education. The virtual department provides a new teaching model and platform for business education. Through the virtual department, students can easily access a variety of learning resources, conduct online learning and communication, and improve the efficiency and quality of learning. The virtual department plays an important role and significance in the development of new business education, and plays an important role in promoting the innovation and development of business education. It is hoped that the research in this paper can provide an effective reference for the construction of new business virtual teaching and research departments, and provide inspiration for promoting the development of business education and the cultivation of talents.

Keywords: Virtual Department; New Business; Pedagogical Innovation.

1. Introduction

The sustainable development of social economy has put forward new requirements for innovative talents. The reform of higher business education is based on the principle of facing the needs of society and industry, exploring the development path of interdisciplinary and cross-border integration, and based on this, the educational purpose of collaborative education is achieved[1]. The teaching and learning of new business should focus on cultivating ability, take students as the center, take knowledge innovation as the goal, realize inquiry-based knowledge innovation through teacher-student dialogue, and realize knowledge and skill teaching through intelligent education technology. The era of digital intelligence has brought far-reaching impacts on global economic development, social progress and people's lives, and has also put forward new requirements for the practical teaching of new business[2]. The virtual department aims to create a three-dimensional ecosystem of practical teaching and learning, and to achieve sharing, co-construction and win-win results. At present, the development of the industry requires the transformation and upgrading of talents' capabilities, and the virtual teaching and research department can overcome the pain points of traditional teaching organization and management, and provide very realistic business scenarios and situations, so that teachers and students can carry out real business practice operations and decisions in the virtual environment. This hands-on learning method helps students apply theoretical knowledge to practical problems, and enhances students' practical business skills and problem-solving skills.

2. Definition and Function of the Virtual Department

(1) Definition of virtual department

The virtual teaching and research department is to meet the

functional and organizational innovation needs of the grassroots entity teaching and research department of colleges and universities in the information age, and to create a cross-school and cross-regional virtual teaching, teaching and research team in the cross-time and space co-construction and sharing, interconnection, sharing resources, creating a win-win situation, and condensing results[3]. This is a brand-new idea of teaching organization construction and teacher training in colleges and universities, which is the transformation of teaching culture at the level of education, which is of great significance for the improvement of teaching quality, teaching and research level, and the cultivation of creative talents.

The definition of the concept of a virtual department can be carried out in the following aspects: First, a virtual department is an online virtual learning environment, which is not limited by geography and can be used for teaching activities and research discussions anytime and anywhere. Secondly, the virtual teaching and research department is a teaching platform that integrates multiple functions, which can not only carry out teaching and learning activities, but also carry out activities such as sharing, discussion and exchange of teaching resources. Thirdly, the virtual department is a platform for communication and cooperation, through which teachers and students can exchange knowledge, collide ideas and cooperate in research, so as to promote the improvement of teaching level and teaching quality. Finally, the Virtual Department is a professional online learning community, the main purpose of which is to promote communication and cooperation between educators, to make progress and improve together[4]. In general, as an online learning platform derived from information technology, the virtual teaching and research department provides a convenient and efficient platform for teachers and students to communicate and cooperate, which is conducive to the sharing of teaching resources and the improvement of teaching quality. In the development of new business education, the construction and

application of virtual teaching and research departments will be a very effective teaching model, which will help the innovation and improvement of education and teaching.

From the above, it can be seen that the virtual teaching and research department refers to the use of information technology to provide teachers and students with a place for communication, cooperation, research and other teaching activities in the virtual network space. It is an online learning space based on the Internet platform, which provides a convenient and efficient working platform for educators, promotes the exchange and sharing of professional knowledge, and is conducive to teaching reform and innovation.

(2) The constituent elements of the virtual department

The building blocks of a virtual department are the basic components necessary for the construction of a complete virtual teaching and research environment. The components of a virtual department include, but are not limited to, the following:

The first is teaching resources. The construction of the virtual department is inseparable from the support of teaching resources, including teaching materials, teaching videos, teaching cases, etc. These resources should comprehensively and systematically cover the teaching content involved to ensure that students have access to comprehensive and effective educational resources in a virtual environment[5].

The second is technical support. The virtual department must be built on the basis of advanced information technology, including a network environment, a teaching platform, a virtual laboratory, etc. Only with good technical support can the proper functioning and effective implementation of the virtual department be ensured.

In addition, the faculty is an important element of the virtual department. Teachers of the virtual teaching and research department should have the corresponding teaching skills and knowledge level, be able to skillfully use virtual teaching methods to teach, and guide students to study and research in a virtual environment, so as to improve the teaching effect and learning quality.

Finally, the management mechanism and the evaluation system are also important components of the virtual department. The virtual teaching and research department shall establish a sound management mechanism, including systems and norms for curriculum design, teaching plans, student management, etc., to ensure the smooth progress of teaching activities[6]. At the same time, a scientific evaluation system should be established to evaluate and improve the teaching effect of the virtual teaching and research department and the satisfaction of teachers and students, so as to continuously improve the quality of education and teaching.

The constituent elements of the virtual teaching and research department are a multi-faceted system business, which needs to integrate teaching resources, technical support, faculty and management mechanisms and other elements to jointly build a perfect virtual teaching environment and provide strong support for the development of new business education.

(3) The functional role of the virtual department

The virtual department is an educational and research workplace based on the Internet and information technology platform, which has important functions and roles in the field of educational research. The functions and roles of the virtual department are mainly manifested in the following aspects:

Virtual departments can promote cooperation and communication among teachers. Through the virtual teaching and research department platform, teachers can easily share educational theory and practical experience, learn from each other, learn from each other and exchange research results, so as to improve the teaching level and teaching effect. The virtual department can organize academic discussions and seminars, promote faculty exchanges and cooperation, promote the development of disciplines, and promote the deepening of research.

In general, the virtual department is conducive to the in-depth and expansion of educational research. In the virtual department, teachers can carry out research on teaching methods, teaching resources, teaching evaluation, etc., and can carry out multi-faceted and multi-dimensional educational exploration and practice, which will help promote the development and progress of the field of education[7]. The virtual teaching and research department can realize personalized teaching and intelligent evaluation through data analysis and artificial intelligence technology, and provide teachers with more scientific teaching support and evaluation guidance. However, the teaching evaluation of traditional teaching and research departments relies more on the subjective judgment of teachers, and the evaluation criteria may have certain subjectivity and uncertainty.

Virtual departments can enhance teachers' professionalism and innovation. On the platform of the virtual department, teachers can participate in various academic seminars, special lectures, academic lectures and other activities, and can get in touch with a wider range of educational resources and research results, so that they can continuously improve their academic attainments and academic standards. Through the construction of the virtual teaching and research department, teachers can obtain the latest educational policies, education regulations, educational technology and other information resources, and can carry out online Q&A, online communication, online evaluation and other service support, so as to better carry out educational research and teaching practice.

The virtual department will pay more attention to the individual differences of students. In the future, the virtual teaching and research department will tailor learning plans and teaching resources for each student according to personalized information such as students' learning ability, interests, hobbies, learning styles, etc., to achieve personalized teaching. By providing highly targeted learning content that meets the needs of students, virtual departments can help students better grasp knowledge and improve learning outcomes. The virtual department will place more emphasis on interactive communication and co-learning among learners, based on online discussions, collaborative tasks, etc., to achieve good communication, and promote the overall improvement of their teamwork and social communication skills[8].

In general, the functions and roles of the virtual teaching and research department are multifaceted and multi-level, which can effectively promote the cooperation and communication between teachers, facilitate the in-depth and expansion of educational research, improve the professional quality and innovation ability of teachers, and provide online resources and service support to provide strong guarantee and support for the development of new business education.

3. Problems Existing in the Construction of Traditional Business Teaching and Research Departments

(1) The goal positioning of business talent training is not clear, and the specialty lacks characteristics

Many application-oriented undergraduate colleges and universities fail to base themselves on their own positioning and serve the local economy well when conducting talent training. As a result, the problem of unclear training goals has been created. Moreover, there is a problem of emphasizing theory over practice in teaching work, resulting in the lack of students' application ability and innovation ability.

In addition, many colleges and universities still have the problem of insignificant professional characteristics and a serious disconnect between talent supply and social demand, resulting in the inability to cultivate students to meet the lack of digital intelligence ability and the current job needs of enterprises[9].

(2) The construction of the teaching system of business courses is incomplete, and the application of information technology is not strong

The teaching system of business courses lags behind, failing to keep up with the requirements of the development of the times, and involving few high-tech courses, such as artificial intelligence, cloud computing and other information courses. The new business curriculum has not been well integrated into the professional curriculum system, and in general, there are problems such as insufficient scientificity and poor information technology ability of students.

(3) Failure to make a good overall planning of teaching resources, and teaching resources are relatively lacking

At present, many colleges and universities are still accustomed to the traditional development mode of going it alone, and lack the thinking of common development. There are few exchanges between colleges and universities, and all of them are shallow exchanges, which leads to the problem of duplication of teaching resources and the lack of sharing of high-quality resources. Moreover, there is a serious disconnect between theoretical teaching and practical teaching.

(4) The faculty structure is unreasonable and lacks double-teacher teachers

Many of the school teams are composed of senior teachers and young teachers. The former has rich teaching experience but is relatively weak in innovation, while the latter has a strong ability to accept new things and is more innovative, but has relatively weak teaching experience. As a result, the use of digital and intelligent means in teaching work is insufficient, and it cannot effectively meet the needs of enterprises. In general, the current closed on-campus teaching form cannot meet the training needs of application-oriented professionals[10].

4. The Construction Path of the New Business Virtual Teaching and Research Department

(1) Driven by the development of new business services

Study the new economy and new business forms in the context of social transformation and development, pay close attention to the new needs and changes in the business talent market, promote the pace of business education reform, optimize the business education model and evaluation system,

and establish and improve a series of new infrastructure for business education. Adhere to the demand orientation and optimize the professional setting. Focusing on the four pillars of new business talent training, the virtual teaching and research department should guide the virtual teaching and research department to accelerate the upgrading and transformation of existing business majors, based on the professional characteristics of new business, break down professional barriers, explore the establishment of a new business professional group integration mechanism, build a new construction mechanism for the integration of disciplines, majors and courses, and accelerate the construction of a new business professional system that is compatible with the current economic transformation and development[11]. In the cultivation of new business talents, curriculum is the core element, teaching materials are the main scripts, practice is an important link, and teachers are the backbone.

(2) Build an effective operating mechanism

The operation of the new business virtual department takes into account the overall flow of teaching and research. Through the online platform, the virtual department realizes the sharing and discussion of teaching resources, helps teachers and students to establish a closer interactive relationship, and promotes the organic integration of teaching and research activities. The operation mode of the new business virtual department needs to focus on diversified teaching and research methods. In the virtual department, teachers and students can conduct online teaching and research in a variety of ways, including online discussions, real-time video conferences, online assignments and exams, etc., to improve the efficiency and quality of teaching. The operation mode of the new business virtual teaching and research department should give full play to the advantages of information technology. With the help of modern information technology, the virtual department realizes the digital and networked management of teaching resources, provides personalized teaching services, and improves the efficiency and effectiveness of teaching and research activities. The operation mode of the new business virtual department requires the establishment of an effective management mechanism[12]. The operation mode of the new business virtual teaching and research department needs to establish a scientific evaluation mechanism to supervise and evaluate teaching and research activities to ensure the quality and effectiveness of teaching and research activities. In general, the operation mode of the new business virtual department is the key to the development of the virtual department, and only by establishing a scientific and effective operation mode can we better promote the development of new business education and improve the quality of teaching and research activities.

(3) Give full play to the advantages of the information platform and improve the talent training model

The advantages of informatization are applied to the physical teaching and research department, and based on this, a virtual communication platform is established. In addition, on the basis of excavating the high-quality teacher resources of the school, we will introduce external high-quality resources, including: outstanding teachers in accounting and auditing from other colleges and universities outside the province, professional cluster discipline leaders, and famous teachers to teach, so as to form a strong teaching team and attract students to learn. At the same time, these qualified teachers are invited to participate in the curriculum

construction and explore possible talent training reform models[13]. Based on this, the integrated development of physical teaching and research departments and virtual teaching and research departments will be realized, the sharing of online and offline high-quality resources will be formed, the improvement of talent training forms will be comprehensively promoted, and first-class majors and characteristic majors will be created. Cultivate high-quality talents that meet the needs of the position.

(4) Optimize the digital teaching resource platform and implement sharing

Business comes from the practice of the socio-economic market, and business education is practice-oriented education. The new business education requires people-oriented, highlights the main position of students, provides them with rich experiential learning methods, and promotes students to acquire abilities and improve their comprehensive quality through continuous experience. On the whole, in the context of digital intelligence, the development of application-oriented undergraduate colleges and universities can rely on big data, artificial intelligence, cloud computing and other information technologies to build remote interactive classrooms for government, schools and enterprises, and promote government staff and enterprise experts to enter the classroom, so as to promote students to learn more social knowledge. At the same time, we will promote teachers and students of professional courses to enter enterprises, meet social needs, and improve teaching and learning capabilities. Based on the requirements of application-oriented talent training, the role of the network platform should be explored, and more high-level and high-quality educational resources should be introduced to give full play to the characteristics and curriculum advantages of colleges and universities, and form a professional course group. Realize the agglomeration and intensification of resources, and promote the sharing of high-quality educational resources.

(5) Construct a "full-chain, high-level" course teaching effect evaluation method

Taking the construction of application-oriented talents as the starting point, we will continuously optimize teaching resources and form a shared digital resource platform with advantageous resources, and build a comprehensive teaching model based on this. With the improvement of the quality of teachers as the starting point, the formation of a comprehensive competitive teacher team, and the construction of a high-quality teaching organization. Based on this, we will create a characteristic course brand, strengthen enterprise cooperation, form a training method oriented to the needs of enterprises, cultivate high-quality talents to meet the requirements of enterprises, jointly promote social progress, and form a virtuous cycle mechanism for talent training. At the same time, we will build a "cross-border" cooperation model for two-way exchanges at home and abroad based on new business. Cultivate talents with an international perspective and good cross-cultural communication skills, and pay attention to the cultivation of traditional culture of talents, so as to demonstrate their profound Chinese cultural heritage and enhance cultural self-confidence in their international exchanges. With the deepening of China's reform, the forms of foreign exchanges have become increasingly rich, forming a two-way development mode of "going out" and "bringing in". In such an environment, higher requirements are put forward for the

cultivation of new business talents, in addition to professional level, good cross-cultural communication skills, but also require good cross-cultural tolerance ability, in order to promote China's industry to shine on the world stage.

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