

# On the Promotion of Comprehensive Practical Training in Economics and Management in Universities based on VBSE System

Xiaopeng Nie <sup>a</sup>, Chenchen Dai <sup>b, \*</sup>

School of Accountancy, Anhui University of Finance and Economics, Bengbu, Anhui, 233030, China

<sup>a</sup> nxp6532@qq.com, <sup>b, \*</sup> 120140022@aufe.edu.cn

\* **Corresponding author:** Chenchen Dai (Email: 120140022@aufe.edu.cn)

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**Abstract:** With the rapid development of the market economy, enterprises and society have increasingly high requirements for the professional abilities and comprehensive qualities of various types of college graduates. Most universities have carried out education and teaching reforms based on this reason, in order to improve the employment competitiveness of graduates. Practical teaching is a key direction of higher education reform, and schools hope to provide graduates with a more systematic, comprehensive, and three-dimensional knowledge application system through practical teaching. The VBSE system is a simulation training platform that simulates the commercial and social environment. By building a simulated commercial and social environment on campus, students participating in the training course can engage in different jobs through role-playing, thereby understanding the functions and structures of each position, improving their professional abilities and comprehensive qualities in practice, and enhancing communication and teamwork skills among classmates in operation. This article will start from the current teaching situation in universities, analyze the necessity, advantages and disadvantages of introducing comprehensive management training in universities, and explore the specific trial plan of training courses.

**Keywords:** Comprehensive Practical Training in Management; VBSE System; Multi Disciplinary; Practical Teaching.

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## 1. Introduction

In today's information age, the demand for talent in society continues to increase. Enterprises hope that graduates have excellent comprehensive qualities, complete professional knowledge, and rich practical experience when recruiting. Moving enterprises into campus "is a practical need to promote the deep integration of schools and enterprises, shorten the employment adaptation period of students, and cultivate students into comprehensive innovative talents with excellent professional skills, decisive decision-making ability, and noble professional cultivation in practice.

The development time of VBSE system is not long, and the research on VBSE system in China is basically in recent years. In recent years, some universities in China have successively introduced practical training systems to explore and research new teaching models. At present, most of the research on VBSE training systems in China is focused on the design of new teaching modes, lacking the support of real teaching data. This article explores the promotion and potential difficulties of the management comprehensive experiment course based on the current talent market demand, and provides suggestions for universities to introduce courses.

## 2. Social Demand for Talents and Current Teaching Difficulties and Reform Directions in Universities

### 2.1. The Increasing Demand for Talent in Society

With the rapid development of modern economy, continuous updates of knowledge, and continuous progress of social civilization, the demand and supply of talent in China

are undergoing tremendous changes. The demand for economic management talents by the state and enterprises is rapidly increasing, and its trend is constantly expanding. Enterprises hope that graduates have the following characteristics when recruiting: comprehensive professional knowledge, excellent comprehensive qualities, and rich practical experience. To cultivate such high-quality talents, higher education institutions need to change their concept of talent cultivation, with providing students with comprehensive qualities as the main guidance and high employment rate as the ultimate goal for teaching.

### 2.2. Current Educational Challenges in Universities

Higher education institutions are responsible for providing high-quality talents for the economy and society. Due to changes in market demand, it has become a trend for ordinary undergraduate universities to shift towards application-oriented ones. Universities focus on cultivating high-quality talents who integrate knowledge, quality, and ability. However, the current education situation in universities is not able to quickly and accurately cultivate the high-quality talents required by enterprises. The current teaching difficulties in domestic universities are shown in the following points.

(1) Pursuing quantity while neglecting quality. Over the past few decades of reform and opening up, China has attached great importance to higher education, and the scale of higher education institutions has been continuously expanding and gradually improving. Although the scale of universities continues to expand and the enrollment of students is increasing year by year, the quality of teaching is affected and constrained. At present, China's higher education has gradually entered a popular teaching mode, pursuing the

number of students rather than quality, and is no longer the traditional elite education mode. Many schools are actively promoting teaching reform, but have not fundamentally changed their teaching structure.

(2) The curriculum design lacks tension. When students participate in learning, only when the course content is full, the course forms are diverse, and the course has connotation and depth, can they stimulate their interest in learning and guide them to think deeply. These are all manifestations of the tension of the course. At present, the lack of curriculum tension in the curriculum content of universities is mainly manifested in the following two aspects: firstly, the curriculum is not concentrated enough, so that students will not repeatedly reflect and experience multiple times. Only by stimulating students to actively experience and comprehend can they guide students to innovative thinking and cultivate innovative thinking. Secondly, the curriculum lacks space for students to draw inferences, and teaching is limited to textbooks and classrooms, lacking extension and expansion. This is also because teachers did not provide guidance during the teaching process.

(3) The curriculum has low comprehensiveness. At present, universities lack systematic and comprehensive courses. For finance and economics colleges with an applied professional curriculum system, there is a certain lack of curriculum arrangement. In the balance between theory and practice, there is often a bias towards practice or an excessive emphasis on theory. However, the only practical courses often only focus on a single major and do not involve cross disciplinary occupational groups and positions. Practical training is independent of each other and cannot be effectively integrated. "Seeing only trees but not forests" leads to low efficiency and even disjointed society and the entire professional environment.

### **2.3. Direction of Teaching Reform in Universities**

(1) Diversified talent cultivation. Under the influence of the planned economy, China's current education model is too single, and many universities have realized this problem and are actively implementing reforms. At the same time, the transformation of economic structure has also accelerated the change of talent cultivation plans in universities. In recent years, with continuous efforts, some universities have achieved initial results. For example, more and more universities are focusing on cultivating applied talents and cultivating students' innovative and practical abilities.

(2) Cultivate students' practical abilities. Practice is the last way for students to apply and understand knowledge. To cultivate applied high skilled talents on campus, students need to be able to integrate and apply theoretical knowledge in practical work after learning it. However, due to the specific environment of students on campus, most universities have rich theoretical learning content, but practical teaching is very lacking, resulting in students' knowledge system being too theoretical. Other disciplines can cultivate practical abilities through off campus internships. Moreover, due to the particularity of economic business, it is difficult for students majoring in economics and management to have direct access to economic business opportunities before employment.

(3) Accelerate the integration of disciplines. The application of knowledge in modern society is increasingly involving multiple disciplines, and the development of disciplines is showing a trend of integration. Some new

disciplines in modern universities are constantly breaking the boundaries of disciplines. For economic and management disciplines, the mutual infiltration and intersection of disciplines has become a trend.

(4) Cultivate an excellent team of practical teachers. With the deepening of teaching reform in universities, the level of the teaching staff should also be improved accordingly. In today's information age, an excellent teacher needs to have strong organizational and leadership abilities, comprehensive and interdisciplinary professional knowledge content, excellent innovation awareness, and advanced teaching concepts. Due to the transformation of educational objectives, the main function of teachers has shifted from "helping students learn to learn" to "cultivating students to become active builders of knowledge". Therefore, universities need to improve their overall teaching level through knowledge research, further education, and the absorption of excellent young teachers, in order to create a team of innovative, skilled, and theoretical practical teachers.

## **3. The Necessity of Introducing Comprehensive Management Training Courses in Universities**

### **3.1. Strong Overall Curriculum**

Integration, differentiation, and re integration are the processes experienced by disciplines. Modern disciplines are highly integrated and differentiated, and now interdisciplinary integration is the embodiment of a more complete knowledge system. Comprehensive experiments in management have achieved the intersection and integration of disciplines. Finance, accounting, marketing, human resources, taxation, and other majors are integrated through the VBSE system to form a complete knowledge system. Solve the shortcomings of independent curriculum, single practical training projects, and lack of disciplinary relevance in universities.

### **3.2. Innovative Design Stimulates Students' Endogenous Motivation**

Innovative design and design thinking are Stanford's talent cultivation models, which are actually ways to stimulate students' endogenous motivation. The comprehensive practical training course allows students to gain and enhance experience in the work process, and the new methods and ideas learned by students after solving one problem are validated when solving the next problem. The practical experience is further enhanced, enhancing students' insight and creativity, and guiding students to carry out career and life planning.

### **3.3. Advanced and Scientific Concepts**

Advanced and scientific concepts are the manifestation of one's own consciousness and practice. Only under the guidance of correct and advanced concepts can excellent results be achieved. Therefore, establishing an excellent scientific concept is crucial for curriculum construction. For comprehensive practical training courses, the course content is closely related to the current industry situation, the curriculum is closely linked to advanced technology, and the curriculum teaching fully reflects innovation. These are all manifestations of advanced and scientific concepts.

## 4. Solutions to Problems Encountered in Practical Training Courses and Student Experiences

VBSE (Virtual Business Social Environment), also known as "Simulated Business Social Environment", is a multi-professional comprehensive practical teaching platform developed by UFIDA Xindao Company. This platform builds a fully simulated modern business society on campus, with manufacturing as the main focus to establish enterprises, allowing students from different majors to play different social roles in the same virtual society. By completing specific tasks and tasks of this role, they can understand the practical work content of the position, and improve their professional abilities, thinking skills, and communication skills through self-directed learning in this process. At the same time, a highly simulated commercial and social environment can allow students to experience the atmosphere of social work on campus in advance, and prepare students who are nearing graduation to enter society in advance. The VBSE system is divided into four versions based on different majors: financial version, comprehensive version, entrepreneurial version, and marketing version, which are respectively applicable to finance and commerce majors, management majors, all majors, and marketing majors.

### 4.1. Problems Encountered and Solutions

#### 4.1.1. High Requirements for Teaching Staff

The requirements for comprehensive practical training in management are significantly higher for teachers than other courses. The special teaching mode requires teachers to have a solid theoretical and practical foundation in professional content, as well as a comprehensive understanding of multiple professional knowledge (modern enterprise management, accounting, economic law, ERP concepts and principles, financial management, management accounting, cost accounting, financial accounting, etc.). Based on this requirement, universities can take the following three measures: first, establish a dedicated faculty, and before offering courses, schools should organize specialized VBSE teaching training to increase awareness of the system and understanding of the curriculum. Secondly, invite technical backbone of enterprises to participate in teaching. Schools can use school enterprise cooperation to hire executives with professional backgrounds and rich practical experience from enterprises to serve as lecturers and provide business guidance to students. Thirdly, teachers should be encouraged to go to enterprises for temporary employment to enhance their practical experience. Schools should encourage teachers to go to enterprises for temporary employment training and improve their practical abilities.

#### 4.1.2. High Capital Investment

In recent years, the enrollment scale of universities has been continuously expanding, but the increase in investment in practical teaching funds has not been proportional to it. Due to the special nature of practical training, specialized venues, supporting hardware and software facilities, and subsequent system maintenance are required, which require funds. Due to the large number of practical courses, once the training room cannot meet the conditions and the simulated business environment is distorted, the enthusiasm of students will be reduced. At present, most of the private schools and key universities in China have complete practical training and teaching facilities, while other universities and some small

vocational colleges cannot achieve this. To solve this problem, the government needs to participate together and support universities and various vocational schools to establish practical training bases. At the same time, schools can use school enterprise cooperation to involve some large and medium-sized enterprises in curriculum construction. Enterprises inject funds into schools, schools provide talents to enterprises, and jointly solve problems.

#### 4.1.3. Students are Unable to Revisit after Class

Due to the reliance on the VBSE system for practical training, students cannot revisit after leaving the training room, and there are insufficient review resources to effectively improve the effectiveness of the training. For this issue, schools should provide students with support and adopt open management of the training room, allowing students to review after class and learn new things. By learning, integrating, and innovating knowledge, students' cognitive abilities can be improved.

## 4.2. Students' Experience in Learning the Course

### 4.2.1. Changes in Self-awareness

Due to the difference between this practical training course and traditional classroom teaching, students change their roles from participants to decision-makers, and from passive learning to active learning. This gives students a strong sense of course participation, stimulates their autonomous learning ability, and makes the learning process more vivid and interesting.

### 4.2.2. Deep Understanding of Enterprise Business and Strengthening Team Collaboration Ability

This course is based on the VBSE system and is taught in a simulated business social environment, enabling students to understand the characteristics of different organizations in modern business society, feel the functions and division of labor of different professional positions, and feel the importance of teamwork in this process.

### 4.2.3. Have a Pleasant Learning Process and Increase Your Desire for Social Work

Due to the fact that the practical training process is a continuous learning cycle, students need to maintain long-term focus. Although it can be tiring during this process, they are highly motivated to participate in the course due to being in a competitive learning environment. It is precisely because the learning process has competitors that the interest in learning increases, while also increasing their desire for future work.

## 5. Conclusion

Based on the above content, universities should also change their teaching models and directions in response to changes in talent demand caused by market changes. The management comprehensive experimental course centered on the VBSE system provides a new teaching mode for universities from the perspective of market demand, but also brings new challenges. The VBSE system adheres to the idea of "moving enterprises into campus" and has demonstrated its advantages in practical teaching in finance and economics colleges. Through practical training courses, students learn through practice and become active learners, transforming teachers from providers of knowledge to leaders. Students and teachers make progress together, forming a healthy development state.

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