

# Innovation and Practice of Collaborative Education Mode for Retail Management Talents in Application-oriented Universities under the New Retail Background Based on Big Data Analysis

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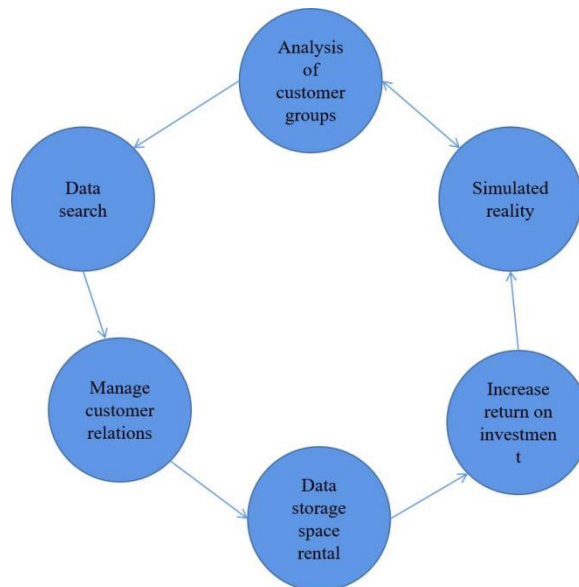
**Abstract:** To understand innovation and collaborative practices, examine the types of sales management in consumer-oriented universities in the context of new retail markets, and explore the practice of collaborative learning of retail management skills in innovation research and post-sales consumer-oriented new colleges. Issuing a major audit report. First, retail management skills in the new retail market must be able to use technology, big data and intelligence to understand urgent needs and business decisions, and then be able to guide the efficient and accurate operation of the entire business. That is defined in this document. Those. Second, in order to meet the demands of the new retail industry, application-oriented universities should strengthen the educational cooperation of "business education and research hands-on participation with the government" and create a variety of three-level knowledge. The technical training system aims to improve training systems and teaching methods, strengthen cooperation between schools and businesses, and explore the possibility of using big data analysis in technical training. In the context of retail innovation, the innovation and implementation of cooperative learning for application-oriented higher education retail management skills will help to create cooperative education for higher education applied retail management skills in new retail stores after the "four combinations".

**Keywords:** big data analysis; New retail; Retail management in universities

## 1 Introduction

With the advent of the era of big data, the value and role of data have become increasingly prominent. Traditional data processing technology can not meet the requirements of modern enterprises for data processing and analysis. Enterprises need professional data analysis tools to transform data into valuable knowledge, and big data analysis technology can provide such an ability. Taking the training of retail management talents in colleges and universities as an example, in order to adapt to the changes in the demand for talents in the new retail industry and cultivate students' ability of data processing and analysis, the following measures can be adopted: First, establish a digital teaching resource database. Taking the new retail enterprises as a case, a multi-dimensional digital teaching resource library is established. The second is to innovate digital teaching methods. Integrate curriculum resources through big data technology,

change the traditional teacher-oriented teaching method, and carry out new teaching modes such as flipped classroom, blended learning and personalized teaching to promote classroom transformation and upgrading. The third is to build a digital simulation laboratory. Relying on the new retail enterprises to establish practical teaching base and carry out virtual simulation experiment teaching, so that students can combine their theoretical knowledge with practical application. Retail management major is a newly-added undergraduate major of the Ministry of Education in 2021. Up to now, three public application-oriented undergraduate colleges have set up this major by relying on their own advantages such as geographical location, school conditions and social resources. Most of the training targets are oriented to the socialist builders and successors who are well-developed morally, intellectually, physically and artistically. According to the requirements of modern retail industry for management talents, they have strong practical ability, innovative and entrepreneurial spirit and international vision, serve the needs of enterprise development and transformation, and can engage in business management, operation management and business analysis and planning[1]. As shown in Figure 1:



**Figure 1** Combination of Big Data and Retail Industry

## 2 Collaborative education optimization path method

### (1) Play a multi-agent driving role

Collaborative education based on the integration of production and education is an educational reform promoted by the government after comprehensive judgment. The main body of collaborative education involves not only universities and enterprises, but also the government, industry associations and the public. It is the key to the success of the integration of production and education to give play to the multi-subject drive and promote the stakeholders to produce collaborative educational motivation. In the concrete work, besides the education

policy, industrial policy, talent policy and financial policy, the state makes overall coordination, the industry association is responsible for formulating the standards of products (services) and employees in this industry, and the local government conducts communication and coordination through matchmaking, effectively guiding enterprises and universities to connect production with learning, giving substantial policy incentives to enterprises that cooperate in educating people, such as tax concessions, optimizing and supporting the examination and approval of school-enterprise cooperation projects, and finally retaining talents and enterprises to serve the local economic development in the region. In addition, it can also give full play to the adjustment function and monitoring function of the public, and promote the cooperative education between schools and enterprises[2-3].

(2) Multi-form collaborative education and value creation.

Changing the shallow cooperation between schools and enterprises in collaborative education and exploring the innovative mode of deep integration depend on the communication and integration of ideas, concepts and systems between universities and enterprises, and ensure the implementation and promotion of collaborative education in all aspects such as management regulations, reward mechanism and technical support. Guided by the needs of schools and enterprises, we will reach a consensus on personnel training, curriculum construction, practice base and scientific research project platform, and carry out collaborative education in various forms. Design the results-oriented talent cultivation scheme, integrate the requirements and standards of enterprises into the curriculum system during the course construction, solicit opinions and suggestions from industry experts, enterprise managers and staff in specific positions, set up a curriculum team combining specially invited lecturers from enterprises with university teachers, take the course construction as an opportunity to jointly develop professional courses and training programs, and combine theoretical teaching with the improvement of students' professional ability more closely. Strengthen the docking with the industry, set up research institutions in the direction of industrial development, and build a platform for scientific research and collaborative education. Professional teachers, students and enterprise technical experts will jointly participate in research and development, so as to motivate students to exercise in scientific research practice, enhance the ability of university teachers to serve the industry, improve the efficiency of research and development, and complement the advantages of school-enterprise resources. In addition, students can also carry out research projects related to enterprises based on market demand by relying on double-innovation projects and big-innovation events, so as to promote the transformation of achievements. In the end, it can improve the quality of personnel training and the employment rate of students, improve the teaching staff, improve the social reputation and serve the economic society, and also meet the interests of enterprises in talent selection, production research and development and public attitude[4-5]. As shown in Table 1:

**Table 1** Functions of Different Paths

Different paths	superiority
Multi-form collaborative education, value creation	It is conducive to the communication and integration of ideas, concepts and systems between universities and enterprises.
Give play to the driving role of multiple subjects	Double-subject, deeply integrated industrial college

### **3 Retail talent training innovation model implementation guarantee strategy**

#### **3.1 Building a multi-dimensional talent training system**

In view of the demand for retail management talents in the new retail industry, application-oriented undergraduate colleges should meet the demand for talents of industry enterprises in accordance with the principle of "demand-oriented and student-centered", deepen the reform of "the cooperation of industry & education and research with government" collaborative education mechanism, continuously optimize the specialty setting, and establish a retail management talent training system for application-oriented undergraduate colleges under the new retail background based on big data analysis. In terms of specialty setting, we should emphasize the modular design and characteristic construction of curriculum group, and build a curriculum group with "specialty+quality+ability+knowledge" according to the demand and characteristics of retail management talents in the new retail industry; In terms of curriculum setting, we should highlight the curriculum groups that cultivate students' practical ability, innovative ability and entrepreneurial spirit; In the construction of teaching staff, a group of double-qualified teachers with new retail industry background and rich practical experience should be focused on training.

#### **3.2 Building a multi-level teaching team**

The new retail puts forward new requirements for the knowledge structure, ability structure and quality structure of retail management talents. The school should build a multi-level teaching team from the following three aspects: First, a professional team with teachers as the core, relying on the team of experts and the studio of famous teachers in the school, actively introducing enterprise experts and front-line technical backbones to participate in teaching, deepening the integration of production and teaching and school-enterprise cooperation; Second, Industry-University-Research Collaborative Innovation Team, with scientific research team as the core, combines discipline construction with scientific research projects to carry out the integration of production and education and collaborative innovation; Third, the innovation and entrepreneurship team with students as the core will carry out students' scientific and technological activities and innovation and entrepreneurship education to cultivate students' practical ability[6].

In addition, the school should also establish a reserve talent training mechanism for the teaching team, and provide opportunities for the members of the teaching team such as funding for scientific research and promotion of professional titles. Establish an assessment mechanism and incentive mechanism with the teaching team as the core to ensure the scientific research activities of the teaching team members.

#### **3.3 Pay attention to the reform of curriculum system and practical teaching system.**

Curriculum system and practice teaching system are important contents of talent training. Application-oriented undergraduate colleges should build a multi-level and multi-module curriculum system around the training goal of retail management talents under the new retail background, give full play to the dual-subject role of schools and enterprises, integrate industry frontiers and new retail practices into the curriculum system, highlight practice

teaching links, and strengthen the construction of practice teaching bases. For example, when constructing the talent training plan, according to the Retail Management Talent Training Plan and the demand for talents in the industry, the new retail talent training goal is integrated into the curriculum system; On the curriculum, establish a school-enterprise cooperation mechanism and optimize the curriculum according to the needs of the industry; In practice teaching, taking school-enterprise cooperation as an opportunity, an innovative practice base for training new retail talents based on big data analysis is established; In the course assessment, explore the ability-oriented diversified assessment methods[7-8].

### 3.4 Strengthen the in-depth cooperation between schools and enterprises

The major of retail management in application-oriented universities should strengthen in-depth cooperation with retail enterprises and promote the co-construction of curriculum system and practical teaching system between schools and enterprises. Application-oriented undergraduate colleges and universities can build a school-enterprise collaborative education model through order classes, the cooperation of industry & education and research, and "2+1" (two years of study in school and one year of internship in enterprises). Among them, the order class refers to the talent training mode that enterprises and schools jointly run schools, and students directly enter the enterprise to work or study after entering the school. This training mode can combine the knowledge transfer of the school, students' practical ability and practical job skills, and effectively solve the contradiction between the talent demand of enterprises and the talent training goal of colleges and universities. "2+1" (2 years in school, 1 year in enterprise internship) refers to students' one-year internship or on-the-job exercise in the enterprise after 2 years in school, with the aim of enabling students to enter the job as soon as possible after graduation[9-10]. As shown in Table 2:

**Table 2** Implementation guarantee strategy of innovative model of retail talent training

Personnel training system	Discipline integration	science and education integration	integration of production and education
Multi-level teaching team	Class learning	Project competition	Achievement transformation
Strengthen in-depth cooperation between schools and enterprises	Three fusion	Three channels	production-teaching integration

## 4 Conclusion

Application-based universities will use all information analysis technologies in the new market to support special development and change later, to establish business education and research cooperation with the government, and to create "educational cooperation", and to improve the quality of multi-level and three-learning. Online and offline connection, in-school and out-of-school connection" technical training section. Universities of applied sciences will strengthen the construction of teaching staff and develop "competent and competent teachers"; Deepen the reform of education and training, and create a "two-line, combined

production-training" teaching methodology and teaching methodology; Strengthen deep cooperation between universities and business centers and prepare students outside and inside schools; Develop a variety of analytical methods and training techniques to ensure processes are aligned with new sales processes. The use of big data analysis technologies in technical education is constantly researched, providing useful information for the development of specialized and curricular changes in application-oriented universities. Renovating and implementing collaborations in retail management skills education among universities based on big data analysis provides evidence for exceptional development, training innovation, and workforce training in universities.

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