

Research on Current Problems and Optimization Strategies in Teaching Management of Economics and Management Majors in Universities in the New Era

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Abstract: *Against the backdrop of continuous advancement in higher education and the development of new liberal arts, economics and management programs in universities—key platforms for engaging with the market economy and cultivating applied financial and economic talents—the quality of teaching management directly affects talent development. Currently, some universities still face practical challenges in managing economics and management programs, including outdated management concepts, superficial integration of ideological and political education into courses, and a one-dimensional teaching evaluation system. This paper reviews the current state of teaching management in economics and management programs and proposes optimization strategies, such as updating management philosophies, improving the institutional framework for teaching management, and strengthening comprehensive management throughout the process of practical teaching. The aim is to provide reference for enhancing teaching management effectiveness and advancing the cultivation of high-quality economics and management professionals in universities.*

Keywords: *economics and management disciplines; university teaching management Talent Development*

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I. Introduction

China's higher education has transitioned from a phase of scale expansion to one of high-quality development. The comprehensive advancement of new liberal arts programs, the construction of first-class undergraduate majors, ideological and political education in courses, and industry education integration reforms have raised higher standards for university teaching management. Teaching management serves as a central link in talent cultivation at universities, running through every stage—from curriculum design and classroom instruction to practical training. Scientific and efficient teaching management is fundamental to ensuring educational quality. Economics and management disciplines, including economics, business administration, and accounting, are highly application-oriented and closely tied to the digital economy and market employment conditions. They carry the vital mission of producing interdisciplinary economic and management talents for society. With the rapid evolution of the digital economy, job market demands for economics and management professionals continue to shift, requiring students not only to master theoretical knowledge but also to develop practical skills, professional ethics, and ideals. However, in reality, many economics and management departments lag behind in teaching management reform relative to industry developments and educational reforms. Traditional management models emphasize administrative control over educational goals; prioritize theoretical classroom management while neglecting oversight of practical training processes; lack effective supervision of online teaching despite widespread use of blended learning; focus on signing industry collaboration agreements without sufficient attention to process management in industry education integration and school-enterprise cooperation projects; and confine ideological and political education in courses to policy documents without integrating it fully into the entire teaching management process.

II. Problems Existing in the Teaching Management of Economics and Management in High Schools

2.1 Teaching management concepts remain overly traditional, with insufficient emphasis on student development.

Currently, teaching management in economics and management departments still tends to be administratively oriented, with the primary focus on routine academic operations such as scheduling and adjusting classes, and organizing examinations. This results in a practical issue of emphasizing administrative procedures over actual educational outcomes. Teaching management often centers on merely completing prescribed teaching tasks, failing to align institutional design with students' comprehensive development and real-world job market demands. There is insufficient attention given to guiding

business value within economics and management programs, and management philosophies and thinking patterns lag behind the requirements of new liberal arts development. Some faculty members lack a thorough understanding of the core concepts of new liberal arts, remain constrained by traditional humanities teaching models, and have not fully grasped the applied nature of economics and management disciplines. They tend to equate teaching management simply with general administrative duties, and the educational principles of moral cultivation and competence-based learning have yet to be genuinely integrated throughout the entire teaching management process.

2.2 There are shortcomings in course teaching management, and the construction of ideological and political education in courses has become formalistic.

The pace of updating talent development programs is slow, and some course content lags behind the digital economy. Emerging modules such as big data finance and digital marketing have not been sufficiently integrated into the curriculum. The management of ideological and political education in courses remains superficial, often limited to document reviews and lesson plan inspections, with little classroom process supervision. In some professional courses, ideological and political elements are awkwardly inserted without organic integration into business and economics knowledge. After the promotion of blended teaching, there is a tendency to "emphasize construction but neglect operation," resulting in weak oversight of online learning processes and difficulty in ensuring online learning quality. Most departments have complete sets of teaching management documents, but supporting implementation guidelines and assessment mechanisms remain inadequate. Supervision over policy enforcement is insufficient, leading to a gap between policies and actual teaching practices. Particularly in areas related to practical teaching and school enterprise collaboration, operational details are missing, making implementation difficult.

III. Solutions

3.1 Update teaching management concepts and establish a core orientation focused on talent development quality

Shift from the traditional management approach that emphasizes tasks over education, integrating moral development and talent cultivation throughout the entire process of economics and management teaching and administration. Balance the development of professional competencies with the cultivation of business value literacy, aligning with the reform direction of new liberal arts. Based on the market-oriented and application-focused nature of economics and management programs, establish a management mindset oriented toward job requirements, regularly investigate changes in industry job competencies, and use these insights to guide adjustments in curriculum and training systems. Strengthen the awareness and understanding of administrators and faculty through specialized training on teaching management reforms, promoting a transition from coarse to refined management practices.

3.2 Improve course teaching management to advance ideological and political education in courses deeper and more effectively

Establish a dynamic mechanism for revising talent development programs, and update course content in a timely manner in line with the development of the digital economy. Improve comprehensive management of ideological and political education in courses by not only reviewing teaching materials but also evaluating actual classroom effectiveness through classroom observations and student feedback, guiding instructors to integrate financial and economic cases into value-based instruction and eliminating superficial practices. Strengthen the management system for blended teaching by clearly defining online teaching assignments and learning supervision requirements, enhancing control over the online learning process to prevent online instruction from becoming merely symbolic.

IV. Conclusion

Currently, the higher education sector is undergoing transformation. Traditional teaching and management models are no longer sufficient to meet the demands of modern higher education development. Universities must confront the prominent issues existing in current teaching practices, comprehensively promote innovation and optimization of teaching models, continuously enhance teaching management efficiency, and provide strong support for cultivating more high quality talents with innovative thinking and practical abilities, thereby advancing the high-quality development of higher education amid the wave of educational innovation.

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