

Research on sharing economics classroom teaching methods based on innovative talent cultivation

Jun YU

School of Economics, Anhui University of Finance & Economics, Bengbu 233030, China

Abstract: The training of professional talents must keep pace with the times. In the era of the Internet and big data, economic and social development requires economics talents not only to master economic theory, but also to master emerging subject knowledge such as big data and modern information technology to help promote the healthy development of new industries and new business formats. The ability structure and knowledge structure required by traditional teaching methods are out of touch with the needs of the times. Currently, not only sharing economics courses, but also professional textbooks on sharing economics are in short supply in the industry. Based on this, this article explores the classroom teaching methods of sharing economics from the perspective of innovative talent cultivation, with a view to providing possible reference for the classroom teaching design of other courses.

Key words: innovative talent cultivation; sharing economics; teaching methods

1 Introduction

With the continuous development and application of technologies such as the Internet, big data, cloud computing and near field communications, the sharing economy has moved from its infancy to the growth stage. In the context of relatively high overall employment pressure, the employment level in the field of sharing economy has achieved high growth. The rapid development of the sharing economy has had a profound impact on various sectors of the real industry. New business formats and new services are constantly emerging. The sharing economy has been integrated into the production, design, research and development, services, sales and other links of various enterprises. The sharing economy has emerged in many fields and forms of innovative enterprises.

This new economic form is consistent with the country's requirements for cultivating innovative talents, and has also made sharing economics a specialized doctrine. In order to meet the market's demand for talents who master the theory of sharing economics, the author launched the "Sharing Economics" course for the first time in the fall semester of 2020-2021, which laid a practical foundation for the writing of this article.

2 Literature review

According to the research focus of this project, this article intends to review the existing literature from two aspects. The first aspect involves the cultivation of innovative talents. Many scholars have analyzed the existing models for cultivating innovative talents, discussed the "three-core" driving model for cultivating innovative talents in the context of

the digital economy, and proposed new methods for cultivating innovative talents, with a view to providing new models for cultivating innovative talents in the digital economy. The development in the context provides ideas [1][2].

The second aspect involves the development of sharing economics and its curricula. The term "sharing economy" first appeared in a paper by Felson and Spaeth in 1978. At that time, scholars discussed car sharing. However, due to the objective conditions at the time, the life philosophy it promoted was difficult to obtain. Taking "sharing economy" as the keyword, Scholars used software to analyze English documents published by Web of Science in the past ten years. Through data mining of the characteristics of literature subject distribution, research area, citation status, etc., it was found that literature related to the global sharing economy is growing rapidly, and 8 research teams have been formed. However, the existing research results in China are relatively isolated. Currently, both sharing economics courses and textbooks are lacking in China, so there is relatively little literature on exploring classroom teaching methods of sharing economics based on the above content [3][4]. Based on this, this article intends to combine the cultivation of innovative talents with the sharing economy and explore its classroom teaching methods, with a view to providing reference for the teaching of other courses.

3 The theory and practice of sharing economics classroom teaching methods

In order to clarify the classroom teaching methods of sharing economics based on innovative talent cultivation from both theoretical and practical aspects, we need to deeply explore its two components, namely innovative talent cultivation and sharing economics, and ultimately combine them with specific teaching link design to achieve the ultimate teaching goal.

3.1 Cultivating innovative talents

Innovative concepts are mainly reflected in theoretical, institutional and technological innovation. As the first driving force for development, innovation is not only the fundamental force that promotes national economic and social development, but also provides important direction guidance for national economic and social development. It is precisely because of the guidance of innovative concepts that China has been able to achieve world-renowned achievements one after another in the process of socialist modernization [5].

Innovative talent training is a talent training model in colleges and universities with the ultimate goal of cultivating innovative talents that meet the needs of the times. As an important part of the education system, colleges and universities are an important base to achieve the goal of cultivating innovative talents. Specifically, the goal of cultivating innovative talents in colleges and universities is to cultivate all-round development talents with innovative consciousness, ability, thinking and personality. When helping students master specific subject knowledge, colleges and universities also need to stimulate their innovative potential. For the cultivation of innovative consciousness, it is mainly to cultivate students' awareness and concepts of being proud of innovation. Consciousness has subjective initiative, which can determine people's behavior. Therefore, only under the guidance of a strong sense of innovation can students devote a lot of energy to innovation and fully demonstrate their potential in innovative projects.

3.2 Sharing economics course content

Human society has never lacked sharing behaviors since its inception. Sporadic sharing of rights to use things between people is nothing new and has probably been around since the dawn of humanity. For a long time in the past, due to the high cost of information transmission and the difficulty of instant matching of supply and demand, the cost of sharing between strangers was too high. Under such conditions, sharing is possible only sporadically. Nowadays, with the increasing popularity of mobile smart terminal devices, intermediary platforms built through Internet technology can

effectively reduce information transmission costs, making instant matching of supply and demand more efficient. Low transaction fees are an important factor that allows the sharing economy to develop rapidly [6].

In a certain sense, the sharing economy is a type of economic behavior that Coase believes is difficult to exist due to high transaction costs. Due to the continuous development of Internet technology, transaction costs have been effectively reduced, which allows shared behaviors such as shared travel to exist. The key to the sharing economy is to reduce transaction costs and make resources that were difficult to trade in the past become tradable.

3.3 Combination of the first two

The cultivation of innovative talents must keep pace with the times. Some scholars have pointed out that in the next five years, China will need more than 80 million economic talents of all types, among which sharing economic analysis and decision-making talents account for a large proportion. However, currently there is a serious shortage of high-level, applied professionals who understand both the theoretical basis of sharing economics and the practical operation of the sharing economy, which will restrict the healthy development of the industry to a certain extent.

At the same time, in the era of the Internet and big data, economic and social development requires economics talents not only to master economic theory, but also to master emerging subject knowledge such as big data and modern information technology. The knowledge structure and ability structure of students cultivated by the traditional economics curriculum system, teaching methods, and teaching content are difficult to adapt to the development of the times. This is mainly reflected in the fact that theoretical talents cannot meet the research needs of colleges and universities, practical talents cannot meet the operational needs of real departments, and management talents cannot meet the regulatory needs of government departments.

Based on this background, we must train students to quickly adapt to the needs of economic and social development, master basic professional knowledge, be familiar with national guidelines, policies, and regulations, understand the development trends of the sharing economy, and be competent for jobs in governments, institutions, enterprises, etc., and at the same time, encourage students start their own businesses and pursue further studies at home and abroad.

4 Conclusion

This article explores the classroom teaching methods of sharing economics from the perspective of innovative talent cultivation, with a view to providing possible reference for the classroom teaching design of other courses. We must deeply understand the importance of innovative talents in national prosperity, national rejuvenation, and socialist modernization, and the important value of cultivating innovative talents in social progress, scientific and technological development, and cultural innovation. At the critical juncture of social and economic development and deep integration into international competition, colleges and universities need to further analyze the higher requirements for innovative talent training in the new era, firmly establish the direction of innovative talent training, persist in cultivating people with moral integrity, and strive to enhance the quality of talent training.

Develop innovative talent standards based on actual social development. Specifically, national strategic needs, regional economic structure adjustment, international competition and other factors will affect the definition of innovative talent standards and connotations in universities. Although different universities have different understandings of innovative talent standards, generally speaking, innovative talents who conform to the characteristics of the times and meet the needs of society should have "patriotic feelings", "humanistic and scientific literacy", "professional theoretical knowledge and innovative practical ability", "entrepreneurial literacy", "information literacy", "international perspective" and other qualities. Colleges and universities should focus on cultivating talents who can take on the responsibility of national rejuvenation, and guide students to integrate their personal ideals into the cause of the Party and the country.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- [1] Yang H, Cai J, Yang HH, et al. 2023. Examining key factors of beginner's continuance intention in blended learning in higher education. *Journal of Computing in Higher Education*, 35(1):126-143.
- [2] Luna YM, Winters SA. 2017. "Why did you blend my learning?" a comparison of student success in lecture and blended learning introduction to sociology courses. *Teaching Sociology*, 45(2):116-130.
- [3] Buczynski B. 2013. Sharing is good: How to save money, time and resources through collaborative consumption. New Society Publishers.
- [4] Hamari J, Sjöklint M, Ukkonen A. 2016. The sharing economy: Why people participate in collaborative consumption. *Journal of the Association for Information Science and Technology*, 67(9): 2047-2059.
- [5] Qi Y, Wang J. 2020. A talent cultivation model for improving the innovation ability of college students in scientific research. *International Journal of Emerging Technologies in Learning*, 15(18):151-164.
- [6] Hossain M. 2020. Sharing economy: a comprehensive literature review. *International Journal of Hospitality Management*, 87:102470.