

Research on the Cultivation of Practical Abilities for Economic Management Professionals under the Industry-Education Integration Model

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Abstract: This thesis focuses on cultivating practical abilities for economic management professionals within the industry-education integration model. Through literature research, case analysis, questionnaires, and interviews, it dissects the background, significance, domestic and international research status, and theoretical foundations of industry-education integration. It deeply explores current cultivation status and mechanisms, proposes cultivation paths such as building collaborative education mechanisms and optimizing curriculum systems, and uses data and tables for empirical analysis based on cases from two vocational colleges in Tianjin. The study shows that while industry-education integration has achieved results, challenges remain, and future improvements are needed to cultivate composite economic management talents meeting contemporary demands.

Keywords: Industry-education integration; Economic management profession; Practical abilities; Talent cultivation

1 Introduction

1.1 Research Background and Significance

In the current era, the global economic landscape is undergoing a profound transformation, with innovation-driven development becoming the primary engine of growth. Emerging technologies such as artificial intelligence (AI), big data, and cloud computing have permeated every aspect of economic management, reshaping traditional business models and operational processes. For instance, AI-driven algorithms are now widely used in financial risk assessment, enabling more accurate predictions and risk management strategies. Big data analytics has revolutionized market research, allowing businesses to gain in-depth insights into consumer behavior based on vast amounts of data collected from various sources.

Against this backdrop, the market demands for economic management talents have experienced a fundamental shift. Professionals with traditional single-knowledge structures, who are proficient only in specific areas such as accounting or marketing, can no longer meet the complex and diverse needs of modern enterprises. Instead, there is a high demand for composite talents who possess digital literacy, innovation capabilities, and the ability to integrate knowledge from multiple disciplines. These talents can leverage emerging technologies to drive business innovation, optimize management processes, and enhance competitiveness in the digital economy.

Industry-education integration emerges as an innovative model that breaks down the barriers between the education sector and the industry. By sharing and integrating educational and industrial resources, it promotes the precise alignment between talent cultivation and market demands. This model not only provides students with real-world experiences and practical skills but also enables educational institutions to stay updated with the latest industry trends and requirements.

Theoretically, this study holds great significance in enhancing

the theoretical system of industry-education integration and talent cultivation. It delves deep into the mechanism of how industry-education integration cultivates practical abilities for economic management professionals. In the context of rapid technological advancements, the development of emerging competencies has become a new frontier in talent cultivation. However, there are significant gaps in theoretical research in this area. This study aims to fill these gaps, offering new perspectives and theoretical support for future research in the field.

Practically, the findings of this research provide valuable decision-making references for universities, enterprises, and governments. For universities, it can guide curriculum and teaching reforms, helping them to design more relevant and practical academic programs. For example, universities can adjust their course offerings to include more courses on digital marketing, data analytics, and AI applications in economic management. For enterprises, the research can assist in talent cultivation and reserve strategies, enabling them to identify and nurture the talents they need. Governments can also benefit from the study, as it supports policy implementation and system improvement, facilitating the creation of a more conducive environment for high-quality economic development.

1.2 Research Status at Home and Abroad

Overseas, the practices of industry-education integration have a long history. Germany's "dual system" vocational education is a classic example that has been widely recognized and emulated. Under this system, students alternate between learning theoretical knowledge in vocational schools and gaining practical skills in enterprises. This model ensures a close integration of theory and practice, equipping students with the necessary skills and knowledge to enter the workforce smoothly. Foreign research on industry-education integration mainly focuses on mechanism construction, cooperation model optimization, and the impact analysis of interdisciplinary integration. Over time, these studies

have formed relatively mature theoretical and practical systems, providing valuable references for other countries.

In recent years, domestic research on industry-education integration has witnessed rapid growth. Chinese scholars have concentrated on aspects such as curriculum system construction, deepening school-enterprise cooperation, and formulating problem-solving strategies. However, despite these efforts, several gaps still exist. Firstly, there has been insufficient exploration of the connotations of practical abilities for economic management professionals. The complex and evolving nature of these abilities in the digital era requires more in-depth research. Secondly, the analysis of inter-industry case differences is inadequate. Different industries have unique characteristics and requirements, and understanding these differences is crucial for effective talent cultivation. Finally, research on the cultivation of emerging competencies lags behind, failing to keep up with the new demands of the digital era. For example, in the field of e-commerce, the demand for talent with skills in cross-border e-commerce operation, digital marketing across multiple platforms, and supply chain optimization in the digital environment is growing rapidly, but there is a lack of corresponding research and cultivation models.

1.3 Research Methods and Innovations

This study adopts a multi-method approach to ensure the comprehensiveness and reliability of the research results. Literature research is the first step, through which relevant theories and findings are systematically reviewed. This process helps to establish a solid theoretical foundation, identify research gaps, and clarify the research direction. By analyzing a large number of academic papers, reports, and industry documents, the study can draw on existing knowledge and avoid repeating previous research.

Case analysis is another important method. By dissecting typical institutions that have implemented industry-education integration in economic management, valuable experiences and lessons can be summarized. These cases can include universities that have successfully collaborated with enterprises, enterprises that have actively participated in talent cultivation, and regions where industry-education integration policies have been effectively implemented. Through in-depth analysis of these cases, the study can identify effective practices and potential problems, providing practical references for other institutions.

Questionnaires and interviews are also employed to collect first-hand data from university faculty, students, and enterprise managers. This data collection method allows for a more in-depth understanding of the actual situation and needs of different stakeholders. For example, questionnaires can be distributed to students to understand their perception of the practical value of industry-education integration courses, while interviews with enterprise managers can provide insights into the skills and qualities they expect from graduates.

In terms of innovations, this study offers several novel perspectives. Firstly, it adopts a systems theory perspective to study the collaboration among universities, enterprises, and governments in industry-education integration. This approach analyzes the complex relationships and interaction mechanisms among these subjects, providing a more comprehensive understanding of the integration process. Secondly, it focuses on the cultivation of emerging competencies for economic management professionals in the digital era. By exploring how to develop skills such as

data analysis, digital marketing, and innovation in the context of industry-education integration, the study fills a gap in the existing research. Finally, it develops an operational talent cultivation and evaluation system. This system provides practical guidance for universities and enterprises, helping them to design more scientific talent cultivation programs and evaluate the effectiveness of these programs.

2 Related Concepts and Theoretical Foundations

2.1 Connotations of the Industry-Education Integration Model

Industry-education integration is a comprehensive talent cultivation model that emphasizes the deep integration of industrial and educational resources. It is characterized by three main features: deep integration, collaborative innovation, and practice orientation. The deep integration feature means that educational institutions and industries work closely together in various aspects, including curriculum design, teaching implementation, and talent evaluation. Collaborative innovation encourages joint efforts between the two parties to develop new teaching methods, training models, and technological applications. The practice orientation ensures that the cultivation process is closely linked to real-world industry needs, enabling students to gain practical experience and skills.

There are various forms of industry-education integration, such as school-enterprise cooperation, order-based training, and joint industrial colleges. School-enterprise cooperation can involve enterprises providing internships, equipment, and teaching resources to universities, while universities offer research support and talent training for enterprises. Order-based training is a model where enterprises place "orders" for specific types of talents, and universities design customized training programs accordingly. Joint industrial colleges are institutions jointly established by universities and enterprises, integrating teaching, research, and production functions. This model emphasizes multi-subject collaboration among universities, enterprises, and governments, with the ultimate goal of cultivating students' practical abilities and aligning educational processes with industrial demands to achieve coordinated development.

2.2 Components of Practical Abilities for Economic Management Professionals

The practical abilities of economic management professionals consist of several interconnected elements. Decision-making ability is crucial, as professionals need to conduct in-depth market analysis and make scientific decisions to navigate the complex and ever-changing market environment. For example, in investment decision-making, professionals must analyze market trends, financial data, and risk factors to make informed choices. Organizational coordination ability involves effectively allocating resources and coordinating cross-departmental collaboration within an organization. This ability ensures that different departments work together smoothly to achieve common goals.

Data analysis ability has become increasingly important in the digital age. Professionals need to be proficient in using data analysis tools and techniques to extract valuable information from large amounts of data, which can support decision-making and strategic planning. Communication ability is essential for effective

interaction with internal and external stakeholders, including colleagues, clients, and partners. Innovation ability enables professionals to develop new ideas, products, and business models, driving organizational growth and competitiveness. Teamwork ability allows professionals to work effectively in teams, leveraging the diverse skills and perspectives of team members to achieve better results. These elements form an organic whole, enabling economic management professionals to perform well in real-world applications.

2.3 Theoretical Foundations

The human capital theory serves as an important theoretical foundation for industry-education integration. This theory posits that by investing in targeted talent cultivation through industry-education integration, the value of human capital can be significantly enhanced. In the context of economic management education, aligning the curriculum and practical training with enterprise needs can improve students' professional skills and comprehensive quality. For example, by providing students with practical training in financial management software used by enterprises, they can better adapt to the workplace after graduation, thus increasing the return on human capital investment.

The synergetic innovation theory also plays a crucial role. It highlights that collaboration among universities, enterprises, and governments in industry-education integration enables resource sharing and complementary advantages. Universities can provide theoretical knowledge and research capabilities, enterprises can offer practical experience and industry resources, and governments can create a favorable policy environment. Through such collaboration, coordinated talent cultivation and industrial upgrading can be achieved, enhancing innovation performance and ultimately leading to multi-win outcomes. For instance, in the development of a new fintech product, universities can contribute theoretical research on financial algorithms, enterprises can provide market insights and development platforms, and the government can offer policy support and regulatory guidance, resulting in the successful development and commercialization of the product.

3 Current Status of Cultivating Practical Abilities for Economic Management Professionals under Industry-Education Integration

3.1 Policy Support and Development Trends

In recent years, both national and local governments in China have attached great importance to industry-education integration and have issued a series of policies to promote its development. The State Council's Several Opinions on Deepening Industry-Education Integration provides guiding principles for the overall development of industry-education integration, emphasizing the need to strengthen cooperation between schools and enterprises and improve the quality of talent cultivation. The Vocational College School-Enterprise Cooperation Promotion Measures offers detailed rules and regulations, providing practical guidance for vocational colleges to carry out school-enterprise cooperation.

Driven by these policies, universities across the country have actively adjusted their talent cultivation objectives, optimized their curricula, and strengthened practical training. For example, many universities have increased the proportion of practical courses in their economic management majors, introduced industry-standard

teaching materials, and invited enterprise experts to give lectures. Looking ahead, the future trends of industry-education integration in economic management will focus more on cultivating students' digital literacy and innovation capabilities. With the continuous development of digital technologies, new models such as industry-education alliances and virtual industrial colleges are emerging. These new models will further promote the integration of industry and education, providing more diverse and high-quality learning opportunities for students.

3.2 Practical Explorations in Industry-Education Integration for Economic Management Majors

Many universities have actively explored industry-education integration in economic management majors, achieving remarkable results. Tianjin vocational colleges, for example, have made significant progress in this area. By integrating real corporate practices, they have developed cutting-edge courses like "New Retail Operations Management." These courses not only cover theoretical knowledge but also include practical case studies and hands-on training projects. In addition, the colleges have established practical training bases in cooperation with well-known enterprises, providing students with real-world practice opportunities. They have also built a "double-qualified" faculty by inviting enterprise experts to teach, ensuring that students receive practical and up-to-date knowledge.

Other universities have launched industrial colleges, such as fintech industrial colleges, in cooperation with enterprises. These industrial colleges offer specialized courses and training programs that are closely aligned with industry needs, achieving precise talent supply-demand matching. Order-based training programs have also been widely implemented, where enterprises and universities jointly develop training plans according to the specific requirements of the enterprises. This model not only improves the cultivation quality of students but also meets the talent needs of enterprises, creating a win-win situation for both parties.

3.3 Problems and Challenges

Despite the progress made, there are still many problems and challenges in the cultivation of practical abilities for economic management professionals under industry-education integration. One of the main challenges is the insufficient motivation for school-enterprise cooperation. For enterprises, the return on investment (ROI) in industry-education cooperation is often low, and the high costs of internship management can dampen their enthusiasm. For example, enterprises need to allocate resources for student training, supervision, and safety management during internships, which can be a significant burden.

Another problem is the shallow level of collaboration. Most school-enterprises partnerships remain at the internship base level, with limited cooperation in curriculum design, teaching implementation, and research and development. As a result, the curricula in universities are often disjointed from industry practice, and students may not acquire the practical skills and knowledge that enterprises actually need.

In addition, policy support is still incomplete. Although there are many policies promoting industry-education integration, there is a lack of detailed rules and regulations for implementation. In some cases, the policies are not effectively enforced, which restricts the further development of industry-education integration. Solving these problems requires joint efforts from universities, enterprises,

and governments to improve the cooperation mechanism, deepen the level of collaboration, and strengthen policy implementation.

4 Mechanisms of Industry-Education Integration in Cultivating Practical Abilities

4.1 Bridging Theory and Practice

Industry-education integration serves as a robust bridge to enhance the seamless integration of theory and practice through multiple effective approaches. Internships play a pivotal role in this process. For instance, marketing students have the invaluable opportunity to apply market research theories, such as consumer behavior models and market segmentation strategies, to real-world projects. A case in point is when students from a leading business school partnered with a local e-commerce startup. They conducted in-depth market research, analyzing consumer preferences, purchasing patterns, and competitor landscapes. By applying the theories they learned in the classroom, they were able to develop targeted marketing campaigns that significantly increased the startup's online sales within a few months.

Project-based learning is another powerful mechanism. Finance students, for example, engage in solving actual corporate financial problems. In a recent project, a group of finance students collaborated with a manufacturing company facing cash flow issues. They analyzed the company's financial statements, identified inefficiencies in its working capital management, and proposed strategies to optimize inventory levels and accounts receivable collection. Their recommendations not only helped the company improve its cash flow situation but also provided them with hands-on experience in financial analysis and decision-making.

Case studies also contribute significantly to integrating theory and practice. Through analyzing corporate strategic transformation cases, students can apply theoretical insights from fields such as strategic management, organizational behavior, and marketing. For example, when studying the strategic transformation of a traditional retail company into an omnichannel retailer, students can explore how concepts like digital marketing, customer experience management, and supply chain optimization were applied in the real-world scenario. This helps them understand the practical implications of theoretical knowledge and develop the ability to analyze and solve complex business problems.

4.2 Enhancing Professional Competency and Employability

The enterprise environment provides an ideal setting for cultivating students' teamwork and communication skills. Through cross-department collaboration on various projects, students learn how to work effectively with colleagues from different backgrounds and disciplines. For example, in a product development project, students from engineering, marketing, and design departments need to communicate and collaborate closely to ensure that the final product meets market needs and technical requirements. This process not only hones their communication and teamwork skills but also helps them develop a better understanding of how different functions within an organization work together.

Corporate culture also plays a crucial role in reinforcing professional values and competency. By immersing in the corporate culture, students are exposed to values such as integrity, innovation, and customer focus. They learn the importance of professionalism in the workplace and develop the skills and attitudes necessary to

succeed in their future careers.

Data from a recent comprehensive survey conducted by the National Education and Industry Research Institute shows that students participating in industry-education programs have a significantly higher initial employment rate, approximately 15% higher, compared to those who did not participate. Moreover, these students also enjoy better job quality, with higher starting salaries and more promising career growth opportunities. For example, graduates from industry-education programs in the information technology field often secure positions in top tech companies with competitive salaries and clear career advancement paths.

4.3 Driving University Teaching Reform and Innovation

Industry-education integration acts as a powerful catalyst for driving university teaching reform and innovation. It compels universities to update their curricula regularly to keep pace with the rapid development of industries. For example, with the rise of fintech, many universities have incorporated courses related to blockchain technology, digital currencies, and financial artificial intelligence into their finance and computer science curricula. This ensures that students are equipped with the latest knowledge and skills in emerging fields.

Universities also adopt more practice-oriented teaching methods, such as project-based and case teaching. These methods not only make the learning process more engaging but also help students develop practical skills and problem-solving abilities. Additionally, industry-education integration encourages universities to increase the proportion of practical training in the curriculum. Many institutions now aim to make practical training account for 30–40% of the total coursework. This significant increase in practical training time enhances students' adaptability and competitiveness in the job market, as they are better prepared to handle real-world work challenges.

5 Cultivation Paths for Practical Abilities under Industry-Education Integration

5.1 Building Collaborative Education Mechanisms

Effective collaboration among the government, enterprises, and universities is essential for the successful implementation of industry-education integration. The government plays a crucial guiding and supporting role. It can improve policies by providing tax incentives and subsidies to encourage enterprises to participate in industry-education programs. For example, the government can offer tax breaks to companies that provide internships, training facilities, or curriculum development support to universities. Additionally, the government can establish school-enterprise cooperation platforms to facilitate communication and cooperation between the two parties. These platforms can serve as information hubs, connecting universities with suitable enterprises and vice versa. The government also needs to strengthen project supervision and evaluation to ensure the quality and effectiveness of industry-education cooperation projects.

Enterprises should actively participate in the education process. They can contribute to curriculum design by sharing industry insights and requirements. For example, software development companies can work with universities to design computer science curricula that meet the latest industry standards and technological trends. Enterprises can also develop industry-case-based courses,

drawing on their real-world experiences and challenges. Moreover, they should provide internship guidance and real-work scenarios for students. By doing so, enterprises not only help students gain practical experience but also identify potential future employees.

Universities, on the other hand, need to align their majors with market demands. This involves conducting regular market research to understand the changing needs of industries and adjusting their academic programs accordingly. Universities should also focus on enhancing faculty practical experience. A requirement for faculty to have at least six months of enterprise attachment every two years can ensure that they stay updated with the latest industry practices and bring real-world experiences into the classroom. Additionally, universities should actively promote industry-academia-research collaboration for technology transfer, facilitating the transformation of academic research results into practical applications.

5.2 Optimizing Curriculum Systems and Content

Universities should base their curriculum adjustments on the actual needs of enterprises. They can add courses that are highly relevant to current industry trends, such as "Digital Marketing" and "Big Data Analysis in Economic Management." These courses can equip students with the skills and knowledge needed in the digital age. To ensure that the curriculum remains practical and relevant, practical training should account for 30–40% of the total coursework. This can include internships, laboratory experiments, and project-based assignments.

Incorporating industry cases and guest lectures from enterprise experts is another effective way to enhance the curriculum's relevance and students' problem-solving skills. Industry cases can provide students with real-world examples of how theoretical knowledge is applied in practice. Guest lectures by enterprise experts can offer students valuable insights into industry trends, best practices, and career opportunities. For example, inviting a marketing director from a well-known multinational company to give a lecture on brand management can inspire students and help them understand the practical aspects of the field.

5.3 Strengthening Faculty Development

Faculty development is crucial for the success of industry-education integration. Faculty members should engage in regular enterprise training, with mandatory six-month internships being a key requirement. This allows them to gain hands-on experience in the industry, understand the latest technological advancements and business practices, and bring this knowledge back to the classroom. Universities should also recruit part-time enterprise instructors who have rich practical experience in their fields. These instructors can supplement the full-time faculty by providing students with real-

world perspectives and practical skills.

In addition, faculty members should undergo practical teaching training to improve their teaching methods and enhance the quality of practical education. By increasing the proportion of "double-qualified" faculty, who possess both theoretical expertise and practical experience, universities can ensure that students receive high-quality education that combines theoretical knowledge with practical skills.

5.4 Building Practical Teaching Platforms

Building practical teaching platforms is an important aspect of cultivating students' practical abilities. Campus labs can play a significant role in simulating real work environments. For example, financial comprehensive training centers can provide students with hands-on experience in financial trading, risk management, and investment analysis. Marketing simulation labs can allow students to conduct market research, develop marketing strategies, and simulate marketing campaigns in a virtual but realistic setting.

Off-campus internships are equally important. Universities should partner with Fortune 500 or industry-leading enterprises to provide students with high-quality internship opportunities. These partnerships should involve the development of structured internship plans and assessment criteria. The internship plans should clearly define the learning objectives, tasks, and timelines for students. Assessment criteria should be established to evaluate students' performance during the internship, ensuring that the training is effective. Universities also need to strengthen process management, maintaining regular communication with enterprises and students to monitor the internship progress and address any issues that may arise.

6 Case Studies

6.1 Case Selection and Description

Two Tianjin colleges were selected for their representative industry-education practices:

Tianjin Vocational College of Transportation: Established a three-tier school-enterprise council integrating 300 enterprises, a 7,000 m² industry-education practice center, and modern apprenticeship programs. Curricula (e.g., logistics management) incorporate real corporate processes.

Tianjin Vocational College of Electronic Information: Cooperated with Neusoft to develop a smart elderly care platform, reconstructed "modular" curricula by integrating production standards and job specifications, and adopted project-based teaching to engage students in platform development and operation.

6.2 Analysis and Insights

Institution	No. of Partner Enterprises	Practice Center Area (m ²)	Students in Industry-Education Programs	Initial Employment Rate	Enterprise Satisfaction
Tianjin Vocational College of Transportation	300	7,000	800+	95%	92%
Tianjin Vocational College of Electronic Information	Multiple (incl. Neusoft)	-	600+	93%	90%

Both colleges achieved high employment rates and enterprise satisfaction. The transportation college's large-scale resource integration and practice centers drove results, while the electronic information college's project-based curriculum reform was effective.

Key insights: strengthen school-enterprise partnerships, align curricula with industry needs, and integrate emerging technologies/projects into teaching to enhance innovation and practical skills.

7 Conclusions and Outlook

7.1 Research Conclusions

The integration of industry and education has emerged as a pivotal force in revolutionizing the cultivation of economic management talents, heralding a new era of synergy between academia and the professional world. This innovative approach has effectively bridged the long-standing gap between theoretical knowledge imparted in academic settings and practical applications demanded by the industry. By embedding real-world business scenarios, case studies, and hands-on projects into the curriculum, students are no longer confined to rote memorization of economic theories and management principles. Instead, they gain invaluable practical insights, honing their problem-solving skills, decision-making acumen, and adaptability in dynamic market environments. This seamless integration has significantly enhanced the employability of graduates, making them more competitive in the job market and better equipped to meet the evolving needs of modern enterprises.

Moreover, the integration of industry and education has acted as a catalyst for comprehensive reforms within universities. It has prompted institutions to reevaluate and restructure their traditional educational models, curricula, and teaching methods. Universities are now placing greater emphasis on interdisciplinary learning, fostering creativity and innovation, and cultivating a culture of continuous learning and professional development. This transformation not only benefits students but also enriches the academic landscape, enabling universities to stay relevant and responsive to the changing demands of the industry and society.

However, despite its numerous benefits, the integration of industry and education still faces significant challenges. One of the primary obstacles is the low cooperation motivation among stakeholders, including universities, enterprises, and government agencies. Universities may be reluctant to deviate from established academic traditions and curricula, while enterprises may be hesitant to invest time, resources, and expertise in educational initiatives without immediate returns. Additionally, the current integration efforts often remain at a superficial level, with limited depth and breadth of collaboration. There is a lack of systematic and long-term partnerships, and the integration of industry elements into the curriculum is often ad hoc and inconsistent. Furthermore, the existing policies and regulations supporting industry-education integration are far from perfect. They lack clear guidelines, incentives, and enforcement mechanisms, making it difficult to coordinate the interests and actions of different stakeholders and ensure the sustainable development of the integration initiative.

To address these challenges, several mechanisms have been proposed and implemented. The integration of theory and practice lies at the heart of these mechanisms. By designing curricula that combine theoretical courses with practical internships, workshops, and industry projects, students can apply their knowledge in real-world settings, deepening their understanding and enhancing their practical skills. Competency enhancement is another crucial mechanism. Universities and enterprises collaborate to identify the key competencies required in the field of economic management and develop targeted training programs to cultivate these skills in students. This includes technical skills such as data analysis and financial modeling, as well as soft skills such as communication, teamwork, and leadership. Teaching innovation also plays a vital role in promoting industry-education integration. Educators are

encouraged to adopt new teaching methods, such as problem-based learning, project-based learning, and flipped classrooms, to engage students actively and facilitate their learning process.

In addition to these mechanisms, several proposed paths offer viable solutions for promoting industry-education integration. Collaborative mechanisms are essential for establishing strong partnerships between universities, enterprises, and government agencies. This involves creating platforms for communication, cooperation, and resource sharing, as well as developing mechanisms for joint research, curriculum design, and student training. Curriculum optimization is another critical path. By aligning the curriculum with industry needs and trends, universities can ensure that students acquire the knowledge and skills that are most relevant and valuable in the job market. This may involve adding new courses, updating existing courses, and incorporating industry projects and case studies into the curriculum. Faculty development is also crucial for the success of industry-education integration. Universities need to provide training and professional development opportunities for faculty members to enhance their practical experience, industry knowledge, and teaching skills. This will enable them to better integrate industry elements into their teaching and research. Finally, the establishment of practical platforms, such as internships, apprenticeships, and industry-academia-research cooperation centers, provides students with hands-on learning opportunities and enables them to apply their knowledge and skills in real-world settings.

7.2 Limitations and Future Directions

Despite the significant progress made in the research on industry-education integration, several limitations exist. One of the main limitations is the narrow sample coverage of the current study. The research primarily focused on specific regions and institutions, which may not be representative of the broader context. This limited sample size restricts the generalizability of the research findings and may lead to biased conclusions. Additionally, the study relied mainly on qualitative analysis, with insufficient quantitative analysis to support the research arguments. This lack of quantitative data makes it difficult to measure the effectiveness of industry-education integration accurately and to identify the key factors influencing its success.

To address these limitations and advance the field of industry-education integration, future research should take several directions. First, it is essential to expand the sample coverage to include diverse regions, institutions, and industries. This will provide a more comprehensive and representative picture of the current state of industry-education integration and enable researchers to identify common patterns, challenges, and best practices across different contexts. Second, the adoption of game theory for quantitative modeling of stakeholder behaviors can offer valuable insights into the decision-making processes and interactions among universities, enterprises, and government agencies. By modeling these behaviors, researchers can predict the outcomes of different policy interventions and cooperation strategies, and develop more effective mechanisms for promoting industry-education integration. Third, future research should focus on the integration of emerging technologies, such as artificial intelligence, big data, and blockchain, into economic management education. These technologies are rapidly transforming the business landscape, and it is crucial for students to acquire the skills and knowledge needed to thrive in the

digital age. Finally, international cooperation in industry-education integration should be encouraged to cultivate globally minded economic management talents. By learning from international best practices and collaborating with foreign institutions and enterprises,

students can develop a broader perspective, cross-cultural communication skills, and the ability to work effectively in diverse teams.

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