Research on the Relationship between the Development Status of Digital Economy Discipline and the Professional Setting of Colleges and Universities

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Abstract: With the rapid development of information technology, the digital economy has become a new engine for global economic growth. The purpose of this paper is to analyze the development status of the discipline of digital economy in depth, and to discuss the role of the establishment of digital economy majors in colleges and universities in promoting the development of the discipline.
This paper provides a new perspective and ideas for the development of digital economy from the perspective of education, which is of great significance for understanding the development trend of digital economy, optimizing the professional setting of colleges and universities, and cultivating digital economy talents in line with the needs of the times.

Keywords: Digital economy; Majors in colleges and universities; Development status; Relational studies

DOI: 10.62639/sspjiss10.20240104

1. Introduction

With the development of information technology, the digital economy has become a new engine of global economic growth. It has unique characteristics such as virtuality, which changes the way of production and life and brings a wide range of impacts, such as bringing opportunities and challenges, including improving production efficiency, promoting industrial upgrading, and also bringing social problems such as employment and income distribution. The digital economy has a profound impact on all levels of the country's economy and society, and it is of great practical significance to study its development dynamics. The purpose of this study is to deeply analyze the current situation of digital economy discipline and explore the role of digital economy majors in universities. From sorting out the development process, to investigating the current situation and challenges of major settings in universities at home and abroad, and then to discussing the internal relationship between major settings and discipline development. The research is of great significance, which is theoretically helpful to analyze the development process and characteristics of the discipline and enrich the theoretical system. As the main position for cultivating talents, colleges and universities need to set up majors according to their needs, and research can help them scientifically position and improve the training program, and can also promote the deep integration of disciplines and university education, create a good talent support environment, and promote the sustainable and healthy development of the digital economy.

2. Chapter 1 The Development Process and Current Situation of the Discipline of Digital Economy

(1) Section 1: The concept and characteristics of the digital economy

The concept of digital economy was proposed by ITIF in 1999, and scholars generally believe that it is a new economic form based on information technology with the characteristics of digitalization, networking and

(Manuscript NO.: JISS-24-4-22002)

intelligence. Compared with the traditional economy, there is virtuality, and production and other activities are intangible and reproducible in the virtual space; Integration, promote the integration of the real economy and the virtual economy, and infiltrate information technology into various industries to promote industrial chain and business model innovation; Synergy, breaking the boundaries of time and space to realize the flow and allocation of production factors, and enhance the synergy and linkage between subjects. In addition, it is highly dynamic and global. In short, the digital economy is based on information technology, and its development will have a profound impact on the economy and society.

(2) Section 2: The development of the discipline of digital economy

The discipline of digital economy can be traced back to the rise of information economics in the 80s of the 20th century, when the development of computer and communication technology prompted scholars to focus on the role of information in the economy and form the discipline. 1995, Nicholas Orner proposed the concept of "digital economy", and the discipline was formally formed. In the 21st century, the development of a new generation of information technology such as the Internet has deepened and expanded its theoretical research and practical exploration, scholars have deeply analyzed its connotation, and government enterprises have promoted application practice. In 2015, China's "Internet+" plan enabled the rapid development of the digital economy in China, and policies and regulations promoted its vigorous development and became a new engine of economic growth. In short, the transformation of the discipline from information economics has deepened and expanded with technological progress, and its impact is far-reaching.

(3) Section 3: Analysis of the current situation of the discipline of digital economy

At present, the discipline of digital economy presents a multifaceted trend. Information technology innovation is the fundamental driving force, such as artificial intelligence and other applications in many fields to improve efficiency and accuracy. Deep integration with traditional industries is highlighted, promoting industrial chain and business model innovation, and digital transformation of traditional enterprises to enhance competitiveness. Governments around the world have introduced policies to create a good environment, and China also has relevant policies. However, the discipline faces challenges in talent training, and requires the joint efforts of the government and other parties to improve the development environment. In short, the discipline of digital economy is developing rapidly, showing new characteristics, injecting new impetus into economic and social development, and at the same time, it also needs to deal with challenges to achieve better development.

3. Chapter 2 The Current Situation of the Establishment of Digital Economy Majors in Colleges and Universities

(1) Section 1: Background of professional setting

There are three main reasons why colleges and universities offer digital economy majors. First, the vigorous development of the digital economy has increased the requirements for relevant talents, the new generation of information technology is widely used in various industries, and enterprises are in urgent need of compound talents who master digital technology. Second, the rapid progress of information technology provides new opportunities, such as artificial intelligence, and other continuous breakthroughs to inject impetus into the digital economy, and also provide technical foundation and application scenarios for colleges and universities to cultivate talents, prompting colleges and universities to optimize talent training programs. Third, national policies support the creation of favorable conditions, such as the "14th Five-Year Plan" to encourage the development of the digital economy, to point out the direction and provide policy support for colleges and universities to open relevant majors. In short, social needs, technological progress, and national policies provide strong external impetus for universities to open digital economy majors.

(2) Section 2: Current status of major establishments

In recent years, the development of the digital economy has prompted domestic and foreign universities to set up related majors. Its characteristics are: the number of majors continues to increase, more than 100 domestic universities open related majors, and top overseas universities are also actively deployed; The curriculum focuses on practicality and frontier, strengthens courses such as digital technology, and offers cutting-edge technology courses; However, the construction of the faculty is facing challenges, and there are problems such as insufficient teachers, and colleges and universities try to attract experts to improve the level of teachers through industry-university-research cooperation. In short, there has been progress in the establishment of digital economy majors in colleges and universities, but there are problems such as insufficient quantity, courses to be optimized, and lagging teachers, which need to be further strengthened and improved to better cultivate talents who can adapt to the development of digital economy.

(3) Section 3 Challenges faced by professional settings

Although there has been progress in the establishment of digital economy majors in universities, they still face many challenges. The course content is lagging behind, unable to keep up with the needs of the industry, and the teaching mode is traditional, resulting in a disconnect between students' knowledge and skills and actual work. The construction of the teaching staff is lagging behind, and there is a lack of practical experts and cutting-edge technical academic talents. Insufficient practical teaching resources, low investment, and in-depth school-enterprise cooperation affect the cultivation of students' practical ability. The professional awareness needs to be improved, and the social visibility and recognition are insufficient, which affects students' major choice. In short, in the face of challenges in curriculum, faculty, practice, cognition and other aspects, colleges and universities need to continue to explore and innovate to adapt to the development of the digital economy and better cultivate professional talents.

4. Chapter 3 The Relationship between the Establishment of Digital Economy Majors and the Development of Disciplines in Colleges and Universities

(1) Section 1: The role of promoting the development of disciplines

Colleges and universities play an important role in the establishment of digital economy majors, have a key impact on promoting the development of digital economy disciplines.

First , universities are the main front for cultivating talents in the digital economy. The development of the digital economy requires a large number of interdisciplinary talents who have mastered cutting-edge digital technologies and are familiar with industry application scenarios. Colleges , universities have set up majors related to digital economy to cultivate such talents in a targeted manner, has injected a steady stream of talent power into the development of digital economy disciplines. These outstanding graduates will become the backbone of promoting innovation in the practice of the digital economy.

Secondly, universities provide important support for the theoretical research of digital economy. As a highland of knowledge, universities have strong academic resources and research strength. By setting up a major in digital economy, universities can gather scholars in related fields , carry out in-depth and detailed theoretical exploration. These cutting-edge research results are not only conducive to enriching , theoretical system of digital economy, but also provide valuable theoretical guidance for practical innovation.

In addition, colleges and universities can also give full play to , teaching and scientific research advantages of digital economy majors , deep integration of industry, university and research. On , one hand, colleges and universities can invite industry experts to participate in teaching to enhance students, practical ability;On , other hand, universities can also carry out cooperative research with enterprises to jointly promote the application ,

innovation of digital technology in various industries. This , combining production, education and research is conducive to promoting the benign interaction between the discipline and practice of digital economy.

In short, establishment of digital economy majors in colleges , universities has played an important role in cultivating innovative talents, promoting theoretical innovation, and promoting the integration of industry, university and research, has injected a strong impetus into the development of digital economy disciplines.

(2) Section 2: Promote the integration of industry, academia and research

The establishment of digital economy majors in colleges and universities provides favorable conditions for promoting , integration of industry, university and research.

First , universities can give full play to their own disciplinary advantages , initiative to carry out in-depth cooperation with enterprises. On , one hand, colleges and universities can invite industry experts to participate in teaching, students with practical opportunities, enhance their hands-on ability and ability to solve practical problems. On , other hand, universities can also carry out joint research with enterprises to jointly explore , innovative application of digital technology in different industries. This mode of combining production, education and research is conducive to promoting , deep integration of discipline theory and practice.

Secondly, universities can also actively build a platform for industry-university-research exchanges , optimal allocation of resources from all parties. For example, industry forums, technical salons and other activities can be organized, business representatives, scholars and students can be invited to communicate widely , enhance mutual understanding and cooperation. At , same time, colleges and universities can also set up industry-university-research cooperation bases , provide enterprises with technical consulting, talent training and other services, create practical opportunities for students. These initiatives have helped to strengthen the close ties between industry, academia and research.

In addition, universities can also give full play to their own disciplinary advantages and contribute to , development of the regional digital economy. Some colleges and universities can set up corresponding digital economy majors according to , characteristics of regional industries, carry out in-depth cooperation with local enterprises. This can not only meet the needs of enterprises for talents, but also provide intellectual support for the development of the regional digital economy.

In short, setting of digital economy majors in colleges and universities provides favorable conditions for the integration of industry, university and research. By deepening school-enterprise cooperation, building exchange platforms, and giving full play to the advantages of disciplines, colleges and universities can effectively promote the in-depth integration of digital economy disciplines and practices, inject new impetus into the development of the digital economy.

(3) Section 3: Challenges and problems

First of all, there is a certain disconnect between the professional settings of colleges and universities and the needs of the industry. The development of the digital economy is changing with each passing day, related technologies and business models are constantly being updated, but it is often difficult for colleges and universities to keep up with the professional settings and curriculum design in a timely manner. This may lead to a gap between the knowledge and skills learned by students and the actual job requirements, it difficult to meet the needs of enterprises for digital economy talents.

Secondly, industry-university-research cooperation mechanism needs to be further improved. Although universities have realized the importance of industry-university-research integration, there are still some obstacles in practical cooperation. On , one hand, some enterprises lack the awareness of openness , are unwilling to cooperate with universities in depth;On , other hand, the mechanism of universities in terms of intellectual property protection

and benefit distribution also needs to be further improved. All these have restricted the in-depth development of industry-university-research cooperation.

In addition, lag in the construction of digital economy professional faculty is also a major challenge. The knowledge structure involved in this field is complex, requires both mastery of cutting-edge digital technologies , familiarity with industry application scenarios. However, at present, there is a lack of industry experts with practical experience , academic talents who have mastered cutting-edge technologies. This makes it difficult for universities to adapt to the needs of the industry in terms of talent training in the digital economy.

In short, the digital economy major in colleges , universities faces many challenges in promoting the development of disciplines, such as the disconnection between the major setting and the needs of the industry, the imperfect industry-university-research cooperation mechanism, and the lag in the construction of the teaching team. This requires the joint efforts of universities, enterprises and the government to continuously improve , , promote the deep integration of digital economy disciplines and practices.

5. Chapter 4 Analysis of Typical Cases at Home and Abroad

(1) Section 1: Case analysis of domestic universities

As a first-class university in China, Peking University established a master's program in "Digital Economy and Financial Innovation" in 2017. The program aims to cultivate high-end talents with comprehensive capabilities such as big data analysis and financial technology. In terms of curriculum setting, pays attention to the integration of theoretical knowledge and practical application, and not only offers cutting-edge technology courses such as data mining and blockchain, but also arranges industry practice courses such as financial innovation and risk management. At the same time, program also carries out in-depth cooperation with a number of fintech companies , provide students with rich practical opportunities.

In addition, Zhejiang University also has a unique exploration in the construction of digital economy majors. In 2018, the university established an undergraduate major in "Digital Economy" , curriculum focuses on interdisciplinary integration. In , basic courses such as information technology and economic management, it also offers professional courses such as smart city and digital marketing to cultivate students, comprehensive application ability. At , same time, Zhejiang University has also established close cooperative relations with local governments and enterprises , provide students with a large number of internship opportunities.

These cases show , some leading universities in China have made certain achievements in the establishment of digital economy majors. They pay attention to the combination of theory and practice, attach importance to interdisciplinary integration, carry out in-depth cooperation with industry enterprises, which provides a good environment for student training. However, at the same time, it also reflects , universities are still facing some problems that need to be solved urgently in terms of professional settings, teaching staff, and practical teaching.

(2) Section 2: Case studies of foreign universities

Compared with domestic universities, foreign universities have accumulated rich experience in the setting of digital economy majors, is worthy of our serious study and reference.

For example, Stanford University in the United " master's program in "Management Science and Engineering" in 2016, which includes a digital economy direction. This track focuses on cultivating students' ability to apply digital technology and innovative thinking. In terms of curriculum setting, there are not only cutting-edge technology courses such as artificial intelligence and blockchain, but also application practice courses such as digital marketing and digital transformation. At , same time, Stanford has also established extensive partnerships with many technology companies in Silicon Valley, students with a large number of internship opportunities. This training

model, which attaches equal importance to theory and practice, is conducive to cultivating compound talents that meet , needs of the digital economy era.

Another case worth learning from is Imperial College London. In 2015, the university established a master's , "Digital Economy and Policy" aiming to cultivate interdisciplinary talents who are proficient in digital technology and familiar with policies , regulations. In terms of curriculum setting, pays attention to the cultivation of policies and regulations, data analysis, innovation and entrepreneurship. At the same time, program also invited experts from the government and enterprises to participate in , students' practical ability. In addition, Imperial College London has extensive academic collaborations with universities such as the London School of Economics and Political Science, students with an international perspective.

In general, foreign universities pay more attention to the combination of theory and practice, interdisciplinary integration, industry-university-research cooperation in the setting of digital economy majors, which provides a good reference for the professional construction of Chinese universities in this field.

(3) Section 3: Case summary

First of all, in terms of professional setting, both domestic and abroad, attention to the integration of theoretical knowledge and practical application. In terms of curriculum design, they not only pay attention to the learning of cutting-edge digital technology, but also attach importance to , cultivation of practical ability in the industry. At the same time, also pays attention to interdisciplinary integration, incorporates economic management, law and policy into the professional setting , cultivate students' comprehensive quality. This will help cultivate compound talents that meet the needs of the digital economy era.

Secondly, in terms of industry-university-research cooperation, universities generally attach importance to in-depth cooperation with enterprises, governments and other institutions. Through industry-university-research cooperation, universities can provide students with rich practical opportunities , enhance their practical ability;At the same time, can also promote the deep integration of digital economy theory and practice. However, specific cooperation, there are still some obstacles, such as the distribution of benefits, intellectual property protection and other issues that need to be further improved.

In addition, in terms of faculty construction, universities at home , abroad are facing certain challenges. The knowledge structure involved in the digital economy major is complex, requires both mastering cutting-edge digital technologies , being familiar with industry application scenarios. However, at present, there is a lack of industry experts with practical experience , academic talents who have mastered cutting-edge technologies. This makes it difficult for colleges and universities to fully adapt to the needs of the industry in terms of talent training in the digital economy.

In short, through the comparative analysis of the cases of universities at home and abroad, we can see , while the digital economy major of colleges and universities has made certain achievements, it still faces common challenges in curriculum setting, industry-university-research cooperation, and faculty construction. This requires , of universities, enterprises and the government to continuously explore and innovate , promote the construction of digital economy majors and provide strong support for , development of the digital economy.

6. Chapter 5 Suggestions on the Establishment of Digital Economy Majors in Colleges and Universities

(1) Section 1: Suggestions for course content

First , the curriculum of cutting-edge digital technologies should be strengthened. With the rapid progress of emerging technologies such as artificial intelligence, blockchain, and cloud computing, colleges and universities

should pay close attention to the development of , update relevant course content in a timely manner , ensure that students have the latest knowledge of digital technology. At , same time, it is also necessary to strengthen the application practice of these technologies in different industries , cultivate students' practical operation ability.

Second, attention should be paid to the establishment of interdisciplinary integration courses. The digital economy involves a wide range , requires not only mastery of information technology, but also in-depth understanding of economic management, laws and policies. Therefore, colleges and universities should break down disciplinary barriers , set up more integrated courses, such as digital economy policies and regulations, digital marketing and e-commerce, etc., , comprehensive quality of students.

In addition, universities should also pay attention to the construction of innovation and entrepreneurship courses in the digital economy. The digital economy is rich in opportunities for innovation, students to have innovative thinking and entrepreneurial skills. Colleges , can offer courses such as innovation and entrepreneurship foundation, project practice, etc., and encourage students to participate in innovation and entrepreneurship practice inside and outside the school, cultivate their innovative spirit and entrepreneurial skills.

In short, universities should continuously optimize , course content of the digital economy major according to the new trend of the development of the digital economy, so as to pay equal attention to theoretical knowledge and practical application, interdisciplinary integration, entrepreneurship training, etc., so as to cultivate compound talents that meet the needs of the times.

(2) Section 2: Suggestions for teacher construction

First, colleges and universities should increase the introduction and training of industry-oriented teachers. The digital economy major requires teachers not only to master cutting-edge theoretical knowledge, but also to be familiar with industry practice , have rich application experience. Therefore, universities , experts to join the teaching team through school-enterprise cooperation and part-time employment, as to provide students with more practical teaching. At , same time, colleges and universities should also strengthen the training of existing teachers , help them continuously improve their practical skills.

Second, universities should encourage faculty members to participate in research projects and practical activities related to the digital economy. By participating in cutting-edge scientific research, teachers can continue to keep abreast of the latest theoretical and technological , improve their academic standards;By participating in industry practice, teachers can also better understand , needs of enterprises and enhance the pertinence of teaching. This is conducive to cultivating a team of high-quality teachers who are proficient in both theory and practice.

In addition, universities should also establish and improve the career development channels of teachers. For example, participation in industry-university-research cooperation and obtaining industry certifications can be taken as an important basis for professional title promotion, teachers can be encouraged to take the initiative to improve their practical ability. At , same time, industry practice learning , can also be set up to create convenient conditions for teachers to participate in enterprise practice.

In short, colleges and universities should start from the introduction, training, incentive and other aspects , continuously improve the construction of digital economy professional faculty, theoretical level and practical ability of teachers, and provide a strong guarantee for the cultivation of digital economy talents.

(3) Section 3: Suggestions for industry-university-research cooperation

First , universities should take the initiative to establish multi-level cooperative relations with industry enterprises. On , one hand, enterprise experts can be invited to participate in the course teaching , provide practical guidance for students;On , other hand, it can also jointly carry out scientific research projects with enterprises , promote the combination of theory and practice of the digital economy. At , same time, colleges and universities can also provide

enterprises with technical consulting, talent training and other services , achieve resource sharing. Through the exploration of a variety of cooperation models, universities and enterprises can establish a long-term and stable industry-university-research cooperation mechanism.

Second, universities should further improve the institutional guarantee of industry-university-research cooperation. For example, can improve the relevant mechanisms such as intellectual property protection and benefit distribution , create a good environment for industry-university-research cooperation. At , same time, teachers should also be encouraged and supported to participate in industry-university-research cooperation, and include it in the performance appraisal system , stimulate teachers' enthusiasm. In addition, universities can also set up a special industry-university-research cooperation management agency , provide a full range of support and services for cooperation projects.

In addition, universities should also give full play to their own disciplinary advantages and contribute to , development of the regional digital economy. Colleges and universities can set up corresponding digital economy majors according , industrial characteristics of their regions, carry out in-depth cooperation with local enterprises. Through , it can not only meet the needs of enterprises for talents, but also provide intellectual support for the innovation and development of regional digital economy.

In short, universities should take the initiative to carry out multi-level cooperation with industry enterprises, establish and improve relevant systems, deep integration of industry, university and research, contribute to the development of the digital economy.

7. Chapter VI Summary

The digital economy has become a new engine of global economic growth and has far-reaching influence, which has the characteristics of virtuality and other characteristics, and the discipline has shown new dynamics after development. There has been progress in the professional setting of colleges and universities, but they are facing challenges such as teachers, and there is a disconnect with the needs of the industry, and the cooperation between industry, university and research needs to be improved. The professional setting of colleges and universities plays an important role in the development of digital economy disciplines, which can cultivate talents, but they face challenges such as courses. The theoretical and practical significance is to enrich and improve the theoretical system theoretically, provide new perspectives and new ideas, provide reference for colleges and universities in practice, help them optimize their professional settings, cultivate talents, and help the deep integration of disciplines and education. The follow-up research prospect can be in-depth research on the theoretical innovation of the discipline, explore the theoretical connotation and improve the theoretical system in combination with new technologies. It focuses on the innovation model of talent training, expands the perspective of other main roles and the innovation of training mode under new technologies; In-depth analysis of the impact of the digital economy on the regional economy, and explore the role of regional industries to help formulate regional development strategies. In short, there are many issues to be explored in the development of digital economy, and in the future, we can focus on theoretical innovation, talent training, regional development, etc., promote the depth and breadth of research, and contribute to its healthy development.

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