

On Interdisciplinary Integration Talent Training of Economics and Management Specialty under the Big Data Environment

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Abstract

In the era of big data, interdisciplinary and integrated talent training is the only way to build a characteristic high-level research university in the new era. Firstly, this paper analyzes the basic theories of interdisciplinary integration training and interdisciplinary talent training. Secondly, it analyzes the quality needs of interdisciplinary integration talents of economics and management majors in the era of big data. Thirdly, it analyzes the main problems existing in the training of traditional management professionals in the big data environment. Finally, it puts forward the interdisciplinary and integrated talent training path of economics and management under the big data environment.

Keywords

Big data era; Interdisciplinary integration; Talent training approaches.

1. Introduction

In the era of big data, there are massive data in the field of economic management. How to analyze and manage massive data and tap the business value behind it is the professional quality that business management professionals need to possess. Interdisciplinary and integrated talent training is a new requirement for discipline and specialty construction and talent training, which is the only way to build a characteristic high-level research university in the new era.

2. Relevant Basic Theories

2.1. Interdisciplinary Integration and Talent Training

Interdisciplinary and integrated talent training is not only the urgent need of economic, scientific and technological and social development, but also one of the inevitable trends of higher education and teaching reform. Its implementation results may produce new academic fields. Therefore, it is an important way for colleges and universities to make academic innovation and obtain major innovative results.

Interdisciplinary integration usually refers to two or more disciplines, based on the needs of existing or future technology and industrial development, to achieve cross penetration, interaction and combination through theoretical infiltration, object integration, concept transplantation, technology complementarity and function integration, so as to construct a new comprehensive discipline system across a single discipline, which is the key for colleges and universities to improve their core competitiveness. An important strategy for cultivating emerging disciplines. Interdisciplinary integration talent training does not deny discipline differences, but based on discipline differences, constantly break the boundaries of various disciplines and promote mutual cross penetration. According to the discipline development law,

when extended to a certain degree of depth and breadth, the development of a discipline will have a bottleneck, which requires the help of other related disciplines, the integration of useful technologies and methods, the discovery of new breakthroughs and the formation of new disciplines. Interdisciplinary integration needs to break the barriers between traditional disciplines, break through the obstacles of professional training, build the foundation and atmosphere of discipline integration, find the meeting point of cross integration through the related factors between disciplines, integrate relevant elements, focus on the development needs of future technology and industry, and deal with the relatively uncertain dynamic changing environment, create an innovative effect with interdisciplinary integration [1].

The research on interdisciplinary integration abroad began in 1960. Many universities such as Harvard University, Oxford University, Stanford University and the University of Tokyo have successively established different types of interdisciplinary research groups and platforms to cooperate in the research of multiple disciplines such as medicine, biology, physics, computing machine and materials, so as to promote the interdisciplinary integration. For example, in 2006, Oxford University established the E-research interdisciplinary cooperation center, which is committed to connecting the exchange, learning and research between domestic and international universities, providing various solutions for other disciplines through its own computer professional advantages, and realizing the combined research in many fields such as science, humanities, social sciences, technology and information infrastructure. The interdisciplinary research in China is slightly later than that in western countries. It began around the end of 1980s and mainly focuses on the fields of medicine, bioengineering, environment, management science and so on. Since the 21st century, interdisciplinary integration research has gradually attracted the attention of domestic university research institutes and achieved rapid development. Peking University, Tsinghua University, Fudan University, Shanghai Jiaotong University and the Chinese Academy of sciences have established interdisciplinary research centers, which has built a broad platform for relevant research. For example, in 2006, Peking University established a frontier Interdisciplinary Research Institute, mainly involving mathematics, biology, chemistry and other disciplines, which was approved by the Ministry of education. The Institute independently established three new interdisciplinary secondary disciplines, namely "nanotechnology", "data science" and "integrated life science". It can be seen that by building a research platform for interdisciplinary integration, colleges and universities promote interdisciplinary innovation research, achieve major breakthroughs in the forefront of science and technology, and further promote the development of interdisciplinary integration [2].

2.2. Interdisciplinary Talent Training

Interdisciplinary talent training is a new educational paradigm formed by introducing interdisciplinary into educational activities. The intersection of knowledge and educational research are the two basic attributes of interdisciplinary talent training. Its educational goal focuses on the cultivation of students' comprehensive ability to solve complex problems, mainly including the ability to ask questions; Systematic methods to solve problems; Ability of knowledge integration; Ability of communication and cooperation, etc. (1)Core. Problem oriented knowledge integration in an era full of change and innovation, the traditional discipline based knowledge system has been unable to explain practical problems, and various highly comprehensive practical problems have emerged in the reconstruction of social order. Individuals need more and more concepts and applied knowledge to solve problems, and life has increasingly become an "interdisciplinary" Experience. A disciplinary perspective and method can be used to solve relatively certain and narrow problems. However, in the era of big data, any meaningful problems are not certain and narrow. Real problems are comprehensive and complex, and a single discipline perspective can not fully explain or solve these problems.

This requires us to be able to reorganize knowledge units on the basis of discipline vision, so as to integrate relevant knowledge within the "problem-oriented" framework, Research and solve problems by forming a knowledge community across disciplinary boundaries. In the face of the internal portals of the knowledge system brought about by discipline differentiation, interdisciplinary talent training adopts to reconstruct the "discipline knowledge unit" from the perspective of multi disciplines, realize the "dance" of knowledge within the new problem-oriented framework, and enable the educated to obtain a new understanding of the problem different from that from the perspective of a single discipline, Or jump out of the problem domain under the disciplinary framework and put forward new problems. (2) Path. Cultivation of comprehensive ability to solve complex problems: universities in the 21st century are regarded as the "engine" of the new economic era and a model of learning organization. To promote the transformation from the old industrial society to the knowledge society, schools need to train more next generation who can adapt to and promote the knowledge economy. How to cultivate such a "next generation"? In order for students to become successful participants in today's world, they need to have a series of complex knowledge and practical skills. At the same time, they must develop a good habit of thinking, studying and solving problems. The most important thing is to have an interdisciplinary thinking. This means that universities should not only reflect on "what to teach" and "how to teach", but also encourage students to develop interdisciplinary and complex thinking and make full preparations for solving various complex problems in the future [3]. By implementing interdisciplinary talent training, changing the single discipline talent training goal into a multi-disciplinary talent training goal, reflecting its interdisciplinary nature in discipline organization and curriculum, it can realize the combination, integration and even integration of multi-disciplinary knowledge, and enable students to form a unique knowledge structure, distinctive way of thinking and comprehensive ability to solve complex problems. Interdisciplinary thinking is an ability to flexibly integrate the contents of different disciplines. This comprehensive and integrated ability is very important to solve practical problems. (3) Mode. Interdisciplinary infiltration and interdisciplinary talent training have become one of the trends of contemporary scientific development and college education and teaching reform. How should colleges and universities design their interdisciplinary talent training mode to meet the diversified needs of society for talents and the personalized needs in talent training? Throughout the existing practice of interdisciplinary talent training reform in well-known foreign universities, China's research universities and some comprehensive universities, we mainly focus on cultivating interdisciplinary talents by implementing the main minor system and double degree system, opening comprehensive experimental classes, carrying out general education reform, allowing students to change departments and majors, setting interdisciplinary projects and interdisciplinary majors. Specifically, it can be summarized into the following five interdisciplinary talent training modes: major and minor mode, double degree mode, comprehensive experimental class mode, general education mode and interdisciplinary degree mode.

3. In the Era of Big Data, the Interdisciplinary Integration of Economics and Management Majors Requires the Quality of Talents

3.1. Quantification and Management Capacity

At present, the complexity and fragmentation of information and the exponential growth of data have become the main characteristics of the big data era. The cultivation of quantitative thinking can provide decision support for managers, which is one of the necessary abilities of enterprise talents in the big data era. In the field of economic management, the solution of problems no longer depends only on intuition or experience, but more on data, study problems

according to data characteristics, relevance and change trend, and make optimal decision-making and planning, so as to improve the accuracy and reliability of management decision-making. At the same time, in the era of big data, it is more necessary for economic and management talents to have systematic thinking ability to think about problems from a systematic perspective. They can not only investigate the overall situation from the system part, but also comprehensively consider the relationship between various parts and the relationship between part and the overall [4].

3.2. Data Analysis and Practical Ability

At present, big data is more and more widely used. Financial institutions, industrial and commercial enterprises, government and other industries need to apply big data analysis to support management decisions. Therefore, economic and management professionals need to understand the development needs and data application status of different industries, cultivate data application ability and personalized data solution design ability, and help enterprises realize the optimal allocation of resources. In the process of talent training, financial colleges and universities should make students fully understand the new challenges faced by enterprise data management, make them master new management methods and concepts, master relevant technologies and theoretical methods in the environment of big data, blockchain, artificial intelligence, Internet of things and cloud computing, and learn new technologies related to data management, such as reserve data modeling, database optimization, query language Knowledge of data warehouse and parallel processing, learn and use Hadoop, relational database, cloud computing and other technologies to complete the management and analysis of streaming data, distributed data and big data analysis.

3.3. Autonomous Learning and Information Ability

Under the background of the big data era, due to the exponential growth trend of new technologies and new knowledge, students should have excellent autonomous learning ability. Combined with their own learning and research needs, they should flexibly use various basic methods of data query and literature retrieval to improve learning efficiency and cultivate exploration and practice ability. The total amount of knowledge in modern society continues to expand. After all, the time and energy of school education are limited. It can only teach basic scientific knowledge and learning methods, but can not achieve comprehensive coverage. After entering the job, the problems encountered in practice need more professional and reliable knowledge to solve. Therefore, everyone should have the ability of lifelong learning. Information ability is one of the basic abilities that college students should master. Cultivating information ability is to master the methods and skills of obtaining information. In this way, no matter what kind of work they engage in after entering the society, they can quickly integrate into their post roles, complete their own work excellently and realize their own life value.

3.4. Professional Thinking and Innovation Ability

With the needs of the times of "mass entrepreneurship and innovation", as a talent training base, how to scientifically and effectively cultivate college students' innovation ability, create a good innovation atmosphere, and strive to improve college students' innovation consciousness, innovative thinking and innovative skills is one of the core issues for colleges and universities to improve the quality of higher education. College Students' innovation ability refers to the ability that students can transform their knowledge and skills into literacy and wisdom. It is a kind of ability to "turn knowledge into wisdom". It includes three aspects: innovative consciousness, innovative thinking and innovative skills.

4. Main Problems in the Training of Traditional Management Professionals in the Big Data Environment

4.1. Lack of Organizational Platform Suitable for Interdisciplinary Integration

Compared with the traditional single discipline vertical management, there are some differences in the interdisciplinary integration of scientific research management. Under the background of interdisciplinary and integrated talent training, the interdisciplinary research platform needs to span multiple different disciplines in terms of project management, personnel management, fund management and achievement management, and different disciplines belong to different colleges and departments, which leads to a management barrier. The university needs to formulate appropriate organization and management system and build an interdisciplinary research center platform through scientific and rigorous top-level design, so as to break through the barriers of scientific research management across different disciplines. At present, most colleges and universities in China adopt the scientific research management mode of "School department teacher". This traditional management mode belongs to the top-down vertical management, which is usually suitable for the scientific research management of the same or single discipline. Under the construction of "new economic management", the university has built a multi-disciplinary cross integration platform, but it still lacks the corresponding management mode of scientific research organization platform.

In addition, in the traditional economic management construction, colleges and universities lack a flexible and rigorous organizational system, and there are problems of different disciplines. Different disciplines are relatively closed and blocked from each other, resulting in less smooth information and resources, and students' knowledge can not be expanded and relatively narrow. Most of the students of economics and management only know the knowledge in their own professional field, and know little about information technology and other related majors, which hinders their all-round development to a certain extent. The traditional closed form of organization and management has a serious impact on the construction of teaching information resource platform. It can not form effective information feedback between departments, which is not conducive to the promotion of teaching reform.

4.2. Lack of Capital Investment in Interdisciplinary and Integrated Talent Training

Under the traditional management mode, the school's scientific research management is mainly divided into colleges and disciplines, and roughly takes a single or similar discipline as the overall unit to promote scientific research and management, so that teachers and researchers habitually attribute the scientific research direction to their disciplines. In the long run, personnel carrying out scientific research in the same discipline are easy to form a single discipline thinking, lack of interdisciplinary scientific research awareness, and gradually weaken their attention to the theoretical frontier and scientific research innovation in other disciplines. The interdisciplinary integration research needs to be based on the original discipline research and cooperate with other disciplines for continuous and in-depth innovative research. School teachers and researchers generally lack the awareness of breaking discipline boundaries, which greatly inhibits the effective development of interdisciplinary integration research, and then affects the investment of research funds. In scientific research, scientific research funds are one of the most important elements. The lack of research funds has naturally become one of the most prominent problems in the process of interdisciplinary and integrated talent training. When establishing a multi-disciplinary cross integration platform, colleges and universities will invest in scientific research start-up funds in the project start-up stage, which can usually maintain scientific research activities for 1-3 years. However,

multi-disciplinary cross integration research is not a short-term project and requires long-term investment in scientific research funds. After the start-up fund support is completed, the school's fund investment will generally be greatly reduced, resulting in a shortage of funds. Although the teachers of the interdisciplinary integration platform will apply to the national or local governments for project funding, at present, the allocation of resources in Colleges and universities is mainly in the form of colleges and departments, that is, the scientific research funds of teachers' projects will be allocated to each college and department for management, and then the resources will be scattered in the same kind or each single discipline. As a result, interdisciplinary and integrated research cannot obtain centralized scientific research funding resources.

4.3. Professional Discipline Construction and Talent Training Work Independently, Lack of Cross Integration Characteristics

In the construction of disciplines and specialties, the traditional concept of Taking Colleges and departments as units is deeply rooted, resulting in the inability to share effective teaching and management resources. Although the emphasis on the construction of interdisciplinary and integrated talent training system in Colleges and universities has been increasing, in the process of practical practice, the resources between different colleges and majors have not formed sufficient integration and interaction, lack of resource sharing, blocked information exchange, and lack of overall goal in cultivating interdisciplinary and compound talents. In the actual management, it is common in colleges and universities that the college only considers its own interests and teachers, and the teaching equipment is unique to the college. The interdisciplinary scientific research teams established are still limited by their respective disciplines and majors, which makes the management of new economic management construction projects more difficult and hinders the construction of interdisciplinary talent training system. The interdisciplinary and integrated scientific research platform covers many disciplines and has a complex personnel composition. It usually includes platform management administrators, engineers sharing platform laboratories, and teachers and students of different disciplines. There are differences in personnel employment and training forms and employment relations, assessment departments and assessment and evaluation methods, position management departments and promotion and selection methods, which brings challenges to the personnel management of interdisciplinary and integrated talent training system. At the same time, the education and teaching mode of economic management specialty in Colleges and Universities under the traditional economic management can not meet the training needs of innovative application talents in the new era and new economy, and the characteristics of discipline construction are insufficient. Although the former economic management construction recognized the importance of innovative teaching, the quality of innovative and entrepreneurial projects was generally low and the development potential was insufficient. When designing innovation and entrepreneurship projects, students seldom consider the commercial value of the project, coupled with the lack of big data thinking, they are unable to recognize the market value of the project, resulting in a low entrepreneurial conversion rate.

4.4. Lack of Interdisciplinary Teacher Team Construction and Teacher Training

In the teaching process of economics and management majors, most teachers used to focus on the teaching of professional theoretical knowledge, focusing on textbook teaching, teaching a large number of western economic management theories, investigating students' mastery of knowledge, mainly using methods such as classroom questioning and written examination, and the teaching mode is single. Therefore, the traditional teaching mode has been unable to meet the talent requirements of the new era. We must pay attention to the construction of

interdisciplinary and integrated teachers, improve the comprehensive quality of teachers, cultivate teaching thinking in the big data era, and pay attention to the introduction of high-quality scientific research talents, so as to give full play to the role of interdisciplinary personnel training subject. The traditional teaching mode of economics and management education has been disconnected from the development of the current big data era, highlighting the disadvantages of the traditional talent training mode. The strength of school teachers directly affects the effect of talent training. The traditional curriculum system construction of economics and management specialty has been outdated, ignoring the intersection and integration of multiple disciplines. The "teaching centered" examination oriented education model adopted by teachers often focuses on imparting students' theoretical knowledge and ignores cultivating their practical innovation ability. In the teaching process, teachers mostly adopt one-way indoctrination teaching method, which is not conducive to stimulating students' learning enthusiasm and subjective initiative [5].

4.5. Lack of Perfect Interdisciplinary and Integrated Teaching Resource Allocation

The constraints on the allocation of teaching and research resources in the traditional economic and management talent training system mainly reflect the lack of information infrastructure construction and information electronic resources construction. At present, information technologies such as mobile Internet, big data and artificial intelligence are changing all levels of social economy, impacting the teaching concept, teaching methods, learning methods, management system and guarantee mechanism of talent training in colleges and universities, but also bringing new development opportunities. At this stage, many colleges and universities have used Internet technology to establish campus networks and effectively improve the campus hardware environment. However, this is far from enough to build a multidisciplinary and integrated talent training system based on the concept of "new economic management" in the era of big data. The "new economic management" construction project needs to apply modern new technology to "teaching", "learning" and "management" in order to obtain all-round technical support. At present, the school pays more and more attention to information construction, and has invested a lot of human, material and financial resources to continuously speed up the pace of construction. However, there are still many deficiencies in the allocation of teaching resources and information system management. The school does not scientifically and reasonably manage each system, resulting in mutual independence between systems, unable to communicate information in time, resulting in a large amount of hoarding of data and serious waste of resources, thus inhibiting the improvement of teaching informatization level and greatly reducing the utilization rate of teaching resources.

5. Talent Training Path of Interdisciplinary Integration of Economics and Management under the Big Data Environment

5.1. Curriculum Construction Based on Interdisciplinary Integration

Talent training plan is the overall plan and implementation plan for the school to achieve talent training objectives and basic requirements. The talent training scheme design based on interdisciplinary is a systematic design of training objectives, training contents and training approaches, involving the integrated treatment of many relationships between disciplines and majors, courses and teaching, management and evaluation. In the big data environment, the interdisciplinary and integrated talent training of economics and management specialty, the curriculum system is transferred from single discipline knowledge to multi-discipline knowledge construction, and the discipline group of a university refers to the discipline group formed by the combination of several related disciplines around a common field in a certain

form. Generally speaking, discipline group is a multi-disciplinary and interdisciplinary combination with related discipline foundation and close internal relationship. Its framework is composed of main disciplines - supporting disciplines - related disciplines. From the perspective of talent training, discipline groups generally have the following characteristics: first, the cross permeability between disciplines; Second, the complementarity of academic team members; Third, the research content is forward-looking; Fourth, the dynamics of discipline construction. Discipline group is not a simple collection of multiple disciplines, but follows the principle of "symbiosis" and uses multidisciplinary theories and methods to explore ways to solve major problems. The main disciplines often have the functions of cohesion and projection. At the same time, in the discipline group, the carrier for information exchange is the academic team, which is generally composed of discipline leaders and relevant researchers. They often carry out research and teaching on major social problems, scientific and technological problems or teaching and research projects at a certain stage, which is highly forward-looking and dynamic. The establishment of interdisciplinary talent training mechanism is not the concept of primary discipline and specialty, but the concept of discipline group and specialty group. The teaching courses are organized by these subject groups and professional groups to promote the cultivation of interdisciplinary talents. Grasping the discipline attribute of discipline group is the key to interdisciplinary curriculum design. As an interdisciplinary combination, the disciplines in the discipline group not only have a common discipline theoretical basis, but also reflect the relevance of discipline knowledge. The principle of curriculum design of subject group generally needs to form the network knowledge structure between interdisciplinary courses from the integrity of interdisciplinary knowledge; Coordinate the internal relations of various disciplines, give play to the leading role of core discipline courses, and realize the overall optimization of interdisciplinary courses; Basic theory and applied research courses are generally set at the upstream of the discipline, and applied technology courses in line with industry are generally set at the downstream of the discipline. In addition to paying attention to the combination of science and engineering and the infiltration of Arts and science, the curriculum of the combination of art and engineering has also become a necessary link in the cultivation of interdisciplinary talents. Of course, in addition to the cross-border integration between discipline groups, financial colleges and universities can also actively break the gap between discipline groups and industry, take the development path of combining "production, learning, research and application", combine the basic and applied disciplines, and adopt various forms such as intra school collaboration, inter school collaboration and school enterprise collaboration to realize the integration of discipline basic theory courses and enterprise oriented Organic integration of social applied research courses [6].

5.2. Teaching Reform Based on Interdisciplinary Integration

With the development of social, political, economic and cultural development and its changing requirements for talent training, individual teaching system, class teaching system, group teaching system and Dalton system have had a great influence in the history of teaching. In the process of interdisciplinary teaching, how to create collaborative team teaching, how to explore diversified teaching modes and realize the integration and deep integration of knowledge in different disciplines have become an important part of interdisciplinary talent training. Interdisciplinary teaching in universities generally adopts a teacher team composed of multiple teachers of different disciplines in relevant colleges and departments "In collaborative teaching, teachers, tutors and instructors work together to teach and guide students, explain the intersection and differences between different disciplines. Teachers participating in collaborative teaching should understand their position in the overall knowledge field, which is the important significance of real collaborative teaching. First, in terms of talent training plan, we should make a decision The position is "broad caliber, balanced structure and overall

optimization", that is, it reflects the wide caliber professional training based on general education, strengthens the intersection of Arts and Sciences, pays attention to the integration of scientific education and humanistic education, and connects general education with professional education. Secondly, in the construction of Teachers, it focuses on "excellent quality, reasonable structure and broad vision" Third, in the reform of teaching mode, carry out the cooperative teaching mode of "independent learning, mutual assistance and exploration, unity and cooperation", and select excellent engineering students and economic management students to enter "Integrated innovation experimental class", the curriculum system includes multi-disciplinary knowledge such as economy, management, computer and information technology, regularly holds mutual aid learning groups and exchange salons, and organizes students to go deep into different subject classes and open classes; adopts discovery learning, collaborative learning and inquiry learning to cultivate students' multiple abilities such as autonomy, interaction, cooperation, practice, exploration and innovation; fourth, in practice In terms of Taiwan construction, build a practice and innovation platform of "two-way embedding, multiple coordination and integrated development", establish the concept of systematic training, and rely on professional laboratories and practice bases "Holiday classroom off campus practice base organizes field research, market research, professional exhibitions and other forms, forms a multi-level practical teaching system of curriculum practice, creative practice, project practice, industry practice and social practice, and realizes the organic connection between classroom and extracurricular, on campus and off campus, theory and scientific research, on campus collaboration, school enterprise collaboration, international collaboration and so on The joint training of three forms enables students to have a broad and solid professional foundation, as well as deep interdisciplinary vision, cross-cultural literacy, scientific thinking mode and innovative spirit [7].

5.3. Integration of Teaching Resources Based on Interdisciplinary Integration

The core to achieve the goal of talent training lies in the scientific design and reasonable arrangement of the curriculum system. In terms of interdisciplinary and integrated talent training, the integration and development of interdisciplinary curriculum resources is the key. Specifically, the interdisciplinary and integrated curriculum system can be constructed from the three levels of school level, department and research direction.

The cultivation of interdisciplinary talents requires the adjustment and optimization of curriculum structure. On the one hand, schools should pay attention to the integration and development of interdisciplinary curriculum resources, and emphasize the cross integration of courses in different disciplines, including the integration of Arts and science, science and engineering, the cross combination between traditional engineering disciplines, and the extension of traditional science disciplines to engineering education, so as to truly break the discipline gap and specialty On the other hand, schools should also pay attention to the optimization of curriculum structure and the development of modular curriculum, and build a compatible "general education curriculum module + discipline basic curriculum module + professional core curriculum module + practical practice curriculum module + personalized curriculum module" And promote the cluster development of courses in each training stage, and promote the effective link and cross integration of courses in different disciplines and professional fields with the modular curriculum structure. The improvement of the level of discipline cross integration benefits from the modular design and comprehensive development of discipline group courses. Modularity is the basic requirement of the construction of modern curriculum system, which is due to the goal of each curriculum module It is clear and easy to realize, and has strong adaptability, openness and practicability. Modular curriculum design requires colleges and departments to decompose the overall goal of talent training into several interconnected sub goals in the design process of interdisciplinary talent training objectives,

break the professional entity boundary of disciplines with the scientific design of modular curriculum, and integrate the courses of different disciplines with a certain logic. The first mock exam is to reorganize the same module to promote the achievement of different stages of training objectives and the comprehensive development of different disciplines. Besides, the departments should also expand the scope and coverage of modular courses, reduce the proportion of professional compulsory courses, expand the choice of professional elective courses, restricted courses and optional courses, and provide students with many possible interests and jobs. Career development options to meet students' personalized development needs.

The open, integrated, diversified and practical characteristics of interdisciplinary integration determine the diversification of its research direction or research field. On the one hand, the characteristics of interdisciplinary integration in Colleges and universities are not concise; on the other hand, the creation of discipline and professional characteristics is not overnight and needs continuous exploration and integration. At the same time, the lack of discipline and professional characteristics also shows the research ability of discipline teams. The domain is not concentrated and focused enough, which limits the characteristic courses (groups) in the research field to a great extent. Therefore, in terms of the scientific orientation and characteristics of the research direction, we should focus on deep cultivation in 3 ~ 4 fields according to the school running tradition and the research direction of teachers, and constantly explore and integrate in the process of research, so as to transform the latest research results and research frontier dynamics into courses (groups). And make it serve the cultivation of management talents in the era of big data.

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