International Education Forum, 2025, Volume 3, Issue 9
http://ojs.bbwpublisher.com/index.php/IEF
Online ISSN: 2981-8605
Print ISSN 3083-4902

Research on the Cultivation Path of Innovative and Entrepreneurial Talents in E-commerce Courses under the Background of the Digital Economy

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Abstract: The digital economy, supported by advanced technologies such as cloud computing, artificial intelligence, big data, and new media, has driven unprecedented changes in talent demand across all industries. Particularly in the e-commerce sector, the job responsibilities and skill requirements of practitioners have undergone significant changes. This necessitates corresponding adjustments in e-commerce course teaching to cultivate outstanding, innovative, and entrepreneurial talents, thereby providing sustained impetus for the development of the industry. Therefore, starting from the background of the digital economy, the author explores the problems existing in the cultivation of innovative and entrepreneurial e-commerce talents in colleges and universities, such as the mismatch between talent cultivation and the demand for innovative and entrepreneurial talents, the single subject participating in the cultivation of innovative and entrepreneurial talents, and the lag in the construction of the teaching team. Corresponding improvement paths are proposed to promote the high-quality development of e-commerce course teaching.

Keywords: Digital economy; E-commerce courses; Innovative and entrepreneurial talents; Cultivation; Path

Online publication: October 16, 2025

1. Introduction

With the advent of the digital economy era, the development pattern of the e-commerce field has also undergone rapid changes. E-commerce courses need to keep up with the talent demand of the industry by adjusting talent cultivation methods and standards, focusing on developing students' abilities in technology application, market insight, and innovative thinking, guiding them to grow into innovative and entrepreneurial talents, and enhancing their adaptability to the market. Teachers should have an understanding of the digital economy, analyze the problems in the cultivation of innovative and entrepreneurial e-commerce talents based on changes

in the economic development situation, and emphasize a problem-oriented approach in the construction of teaching models.

2. Problems in the training of innovative and entrepreneurial talents for e-commerce courses in the background of the digital economy

2.1. Mismatch between talent training and the demand for innovative and entrepreneurial talents

Against the backdrop of the digital economy, various advanced technologies have injected new impetus into the e-commerce industry. Meanwhile, they have also put forward new requirements for the job responsibilities and operational skills of practitioners in the industry [1]. To adapt to the development needs of the industry, e-commerce professionals must not only master basic knowledge and skills but also develop abilities in technology application, market insight, and innovative thinking. However, the innovation of e-commerce talent training models in many colleges and universities still lags behind to a certain extent. These models have not been fully integrated with innovative and entrepreneurial education, resulting in a gap between talent training and the actual demand for innovative and entrepreneurial talent [2]. Firstly, this mismatch is reflected in the lagging update of course content. The existing course content focuses on traditional business models and basic theoretical teaching, while lacking content related to blockchain, artificial intelligence, big data applications, as well as instant retail and social e-commerce. This leads to students having insufficient understanding of changes in market development trends. Secondly, it manifests in the absence of practical teaching. For example, the teaching model emphasizes the explanation of theoretical knowledge while neglecting the design of practical links. Teaching activities lack case analyses and real operational scenarios, failing to closely connect with the actual business environment. This hinders the development of students' ability to solve practical problems. Finally, the lack of innovative education elements in teaching activities restricts the development of students' abilities in risk management, entrepreneurial spirit, and innovative thinking, which is not conducive to students adapting to the innovative and entrepreneurial environment in the e-commerce field [3].

2.2. Single subject of participation in the training of innovative and entrepreneurial talents

In the process of training innovative and entrepreneurial talents for e-commerce courses, colleges and universities usually take on the teaching tasks independently, failing to form a pattern of joint talent cultivation with other social entities. A single participant in the training of innovative and entrepreneurial talents means there are significant limitations in the development and application of educational resources. It is impossible to form a synergistic effect, which is not conducive to cultivating students' practical abilities and helping them understand market conditions.

To address this issue, some colleges and universities have attempted to establish cooperative relationships with outstanding enterprises and integrate teaching resources from both sides. However, due to insufficient depth and breadth of cooperation, the forms of collaboration are usually limited to traditional models such as holding lectures and providing internship opportunities. Under such circumstances, enterprises cannot participate in the specific formulation and implementation of talent training programs, and many of their teaching resources cannot be organically integrated with those of colleges and universities [4]. In addition, the roles of research institutions, industry associations, and the government in the training of innovative and entrepreneurial talents

for e-commerce courses have not been fully exerted. This is mainly reflected in insufficient resource integration, delayed standard-setting, and limited policy support and capital investment [5].

2.3. Lagging development of the teaching staff

With the development of digital technology, e-commerce course teaching has put forward more stringent requirements for teachers, including requirements for professional knowledge and skills. However, the development of e-commerce teaching staff in many colleges and universities lags behind. On one hand, some e-commerce professional teachers have insufficient skill levels. They still focus on traditional e-commerce models and lack an understanding of new e-commerce knowledge and operational methods, making it difficult to meet the talent development needs of the industry. Teachers' lack of professional theoretical knowledge and practical skills fails to meet the teaching requirements [6]. On the other hand, some teachers face severe challenges in technological transformation. They struggle to meet the requirements brought about by new technologies and cannot adjust teaching practices in a timely manner, which hinders the improvement of students' practical and innovative abilities. In the field of e-commerce education, there is a shortage of compound teachers who possess rich theoretical knowledge, practical experience, and an understanding of the development of the e-commerce industry. This situation cannot fully meet the actual needs of cultivating innovative and entrepreneurial talents. Many teachers "enter colleges and universities directly after graduating from colleges and universities", lacking experience in innovation and entrepreneurship as well as work experience in the e-commerce industry. As a result, they have deficiencies in practical teaching capabilities, leading to insufficient connection between e-commerce teaching and the current situation of the digital economy [7].

3. The cultivation path of innovative and entrepreneurial talents for e-commerce courses in the context of the digital economy

3.1. Optimize curriculum design and strengthen practical teaching

In talent cultivation, teachers should pay attention to the mismatch between talent development and the demand for innovative and entrepreneurial talents, continuously optimize curriculum design, and enhance the effectiveness of practical teaching [8]. First, teachers can form teams with corporate executives and industry experts to jointly conduct regular reviews and updates of course content, ensuring it aligns with the evolving trends of industrial development. This dynamic adjustment mechanism effectively keeps the course content up-to-date and is of great significance for improving the innovation and effectiveness of teaching models. Second, to meet the needs of practical teaching, teachers should design practical course modules such as e-commerce simulation experiments, corporate internships, and entrepreneurial practice. Corresponding to these modules, they should promote the construction of on-campus and off-campus practical teaching bases—for example, establishing cooperation with e-commerce entrepreneurial parks and enterprises to co-build innovation and entrepreneurship platforms. These platforms can provide students with a real e-commerce environment for learning practical e-commerce courses, allowing them to complete operations such as store setup, product listing, and marketing promotion in relevant scenarios, thereby accumulating practical experience. Third, teachers should organically integrate innovation and entrepreneurship education into teaching plans and talent cultivation frameworks. They need to optimize the talent cultivation model from various dimensions, including curriculum design, teaching implementation methods, and teaching evaluation models, to enhance the systematicness of cultivating students' entrepreneurial awareness and innovative thinking. Fourth, teachers

should attach importance to interdisciplinary integration, break down the barriers between different disciplines, and organically integrate knowledge from related disciplines such as computer technology, marketing, and logistics management into e-commerce courses [9].

3.2. Deepen school-enterprise cooperation and build a collaborative talent cultivation mechanism

By taking the school-enterprise cooperation model as a key approach to cultivate skilled and practical talents, teachers can better align talent cultivation with the development needs of the industry [10]. Regarding the cultivation of innovative and entrepreneurial talents for e-commerce courses in the digital economy context, teachers should continuously deepen the level of school-enterprise cooperation and promote the construction of a collaborative talent cultivation pattern. The resulting school-enterprise collaborative education ecosystem, featuring a "joint creation, joint cultivation, joint management, and resource sharing" mechanism, provides better conditions for schools and enterprises to jointly formulate talent cultivation plans, develop curriculum resources, and carry out practical teaching activities [11]. Therefore, teachers should attach importance to the construction of school-enterprise collaborative education platforms. Through these platforms, they can gather resources and wisdom from all parties to achieve resource sharing and fully highlight the advantages of each party in the cultivation of e-commerce professionals. For example, to optimize the allocation and efficient integration of teaching resources, teachers can use modern digital technologies to build a "four-in-one" integrated platform that integrates teaching, practical training, office work, and entrepreneurship. Equipped with advanced information facilities, this platform enables students to conduct relevant operations in a real e-commerce environment and experience the entire process from product selection and planning to the creation of "bestselling products."

Furthermore, based on this platform, teachers can also build a "Metaverse + Teaching" model. By creating virtual commercial blocks through 3D scenario-based teaching, full-scale business simulation, and intelligent data analysis, this model integrates theoretical knowledge teaching with practical training activities.

3.3. Strengthen and promote the integration of industry and education, and integrate the educational resources of schools and enterprises

The integration of industry and education can provide support for the cultivation of innovative and entrepreneurial talents in e-commerce courses. Starting from the background of the digital economy, colleges and universities should integrate the educational resources of schools and enterprises, build a school-enterprise collaboration platform, and promote school-enterprise cooperation to evolve from "superposition" to "integration", so as to effectively leverage the educational advantages of both parties. Firstly, it is necessary to build a regional community for the integration of industry and education. Colleges and universities should establish cooperation with local e-commerce enterprises, organically integrate cutting-edge technologies with teaching content, and build an integrated system of "production, teaching, research, innovation, and service." This system aims to promote the transformation of teaching achievements into industrial achievements, thereby enhancing students' innovative and entrepreneurial capabilities and sense of social service. Secondly, it is essential to jointly build school-enterprise practical training bases. In accordance with the principles of "co-integration, co-cultivation, co-research and sharing", schools and enterprises should build simulated practical training bases that replicate real e-commerce scenarios of enterprises [12]. Using the resources of these bases,

teachers can closely combine theoretical teaching with project practice in line with the development trend of the e-commerce industry, and carry out project-based and case-based teaching. This enables students to improve their practical operation capabilities and ability to solve practical problems in the process of simulating the real business processes of enterprises. Finally, efforts should be made to expand school-enterprise practical training resources. In the context of school-enterprise cooperation, colleges and universities can introduce real enterprise projects and cutting-edge technical equipment to expand and extend practical training resources. For example, integrating the actual business of enterprises into practical training courses allows students to accumulate practical experience in real work scenarios; by virtue of digital technologies such as big data and artificial intelligence, highly simulated digital practical training scenarios can be created. This enables students to access and proficiently use various e-commerce operating systems, thereby enhancing their ability to apply professional knowledge in a digital environment [13].

3.4. Strengthen teacher training and build a "Dual-qualification" teacher team

To meet the demand for innovative and entrepreneurial talents in the e-commerce industry, colleges and universities need to strengthen teacher training and build a "dual-qualification" teacher team, laying a solid foundation for the smooth implementation of professional teaching reform. Firstly, to build a "dual-qualification" teacher team, colleges and universities should recruit teachers with more than three years of front-line work experience in enterprises. This is conducive to promoting the smooth development of subsequent practical teaching. Against the digital background, e-commerce professional teachers who master cutting-edge disciplinary knowledge and skills and possess good learning abilities can more effectively promote teaching reform, making the teaching model better aligned with students' needs. In addition, to accelerate the structural transformation of the "dual-qualification" teacher team, colleges and universities need to pay attention to the proportion of "dual-qualification" teachers, ensuring that they account for more than half of the total number of e-commerce professional teachers. At the same time, regular teacher training should be carried out to encourage teachers to participate in further study activities. For instance, colleges and universities can organize professional teachers to take on temporary positions in enterprises. By setting fixed periods, teachers are encouraged to participate in e-commerce activities in enterprises, helping them continuously accumulate work experience [14]. These practical activities are conducive to the structural improvement of the "dual-qualification" teacher team, enabling it to more effectively meet the development needs of e-commerce and cultivate a large number of innovative and entrepreneurial talents.

3.5. Improve the incentive and assessment mechanism to mobilize students' learning enthusiasm

In the cultivation of innovative and entrepreneurial talents for e-commerce courses in the background of the digital economy, it is necessary to highlight the dominant position of students, encourage them to take the initiative to engage in innovative and entrepreneurial activities in the e-commerce field, and promote the development of their comprehensive quality. This requires teachers to construct a multi-dimensional incentive and assessment system to mobilize students' learning enthusiasm. For example, special scholarships can be set up to reward students who have performed outstandingly in innovative and entrepreneurial activities, and support them to participate in entrepreneurial projects and innovation and entrepreneurship competitions, so as to stimulate their passion for innovation and entrepreneurship. At the same time, teachers should also design a

corresponding assessment system to evaluate students' performance in innovative and entrepreneurial activities in a fair, objective, and comprehensive manner [15]. Specifically, this evaluation system should include indicators such as social practice, scientific research achievements, and entrepreneurial projects, so as to comprehensively evaluate students' innovative and entrepreneurial achievements and provide an important basis for the implementation of relevant incentive measures. In addition, according to the dynamic changes in students' participation in innovative and entrepreneurial activities, teachers should also establish an evaluation feedback, and dynamic adjustment mechanism. This mechanism is used to adjust the student evaluation and incentive methods, ensuring their applicability.

4. Conclusion

To sum up, against the backdrop of the digital economy, significant changes have taken place in the job responsibilities and skill requirements of practitioners in the e-commerce industry. This requires the teaching focus of e-commerce courses to expand from the imparting of knowledge and skills to the cultivation of technical application, market insight, and innovative thinking abilities.

At present, the cultivation of innovative and entrepreneurial talents in e-commerce courses is faced with such problems as the mismatch between talent cultivation and the demand for innovative and entrepreneurial talents, the single subject involved in the cultivation of innovative and entrepreneurial talents, and the lag in the construction of the teaching staff. Taking a problem-oriented approach, teachers can explore the direction of teaching reform, adjust the talent cultivation methods, and provide the necessary support for students to grow into innovative and entrepreneurial talents who meet the development needs of the industry.

Disclosure statement

The author declares no conflict of interest.

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