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Significance and Strategy of Developing Chinese Traditional Business Culture Curriculum Standards in Chongqing Business Colleges



Abstract: - Business culture has been passed down in China for thousands of years and plays an important role in cultivating outstanding business talents. The purpose of this paper is to explore the significance and strategy of developing the curriculum standard of Chinese traditional business culture. First of all, by analyzing the concept of business culture, we can deeply understand the unique value of Chinese traditional business culture. Secondly, it discusses the significance of the development of business culture curriculum standards for cultivating students' professional quality, providing cultural support for innovation and entrepreneurship education and building a cultural power, and recognizes its importance to business college education. Finally, according to the data obtained from the questionnaire survey, this paper puts forward some strategies and suggestions for developing Chinese traditional business culture courses in Chongqing business colleges. Through this study, first, I hope to provide support for Chongqing business colleges to cultivate business talents with Chinese business wisdom and innovation ability; Second, I hope to promote the unique value of Chinese traditional culture in the commercial field to be more widely recognized and applied.

Keywords: Chongqing business college; Chinese traditional business culture; meaning

Introduction

Chinese traditional business culture is an important part of China's long history and profound culture, which contains rich business wisdom and values. With the rapid development of social economy and the change of business environment, business culture, as an important cultural form, has been passed down in China for thousands of years and plays a key role in the cultivation of outstanding business talents. In 2020, "Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture" clearly pointed out that the implementation of the inheritance and development project of Chinese excellent traditional culture is of great strategic significance for building a socialist cultural power, enhancing the soft power of the country's culture, and promoting the modernization of the national governance system and governance capacity. As an important base for inheriting excellent national culture, colleges and universities should attach great importance to the application of business culture in courses and give full play to its advantages. While promoting the continuous innovation of business education, we should deeply explore the profoundness of Chinese traditional business culture and take it as our responsibility to inherit and develop Chinese business culture. By integrating Chinese traditional business culture into business education, we will make positive contributions to cultivating high-quality business talents with Chinese business wisdom, innovation ability and humanistic quality. Therefore, this paper aims to appeal to colleges and universities to attach importance to the development of Chinese traditional business culture courses and provide specific strategies and suggestions.

1 An overview of business culture and the investigation and analysis of the development of Chinese traditional business culture curriculum standards

1.1 the concept of business culture

Business culture is the general name of a series of values, moral standards, behavioral norms and wisdom systems formed in business activities. It carries rich business wisdom and cultural connotation, and reflects the experience and wisdom accumulated by businessmen in the long-term business practice. It has the characteristics of paying attention to business ethics and values, interpersonal relationship and cooperation spirit, wisdom and innovation, long-term development and lasting management, and carrying forward traditional culture and national spirit. Based on the contemporary education system, business culture is of great significance for cultivating high-quality business talents and promoting business development. Through education and training, we can inherit and carry forward the core values of business culture, cultivate business leaders with business wisdom, innovation ability and moral quality, and make positive contributions to business development and social progress.

1.2 Investigation and analysis of the development of Chinese traditional business culture curriculum standards

1.2.1 Survey objects and methods

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According to the research theme, taking Chongqing business colleges as the scope of investigation, students from eight business colleges, namely Chongqing Technology and Business University, Chongqing Vocational College of Business and Technology, Chongqing Vocational College of Finance and Economics, Chongqing Business Vocational College, Chongqing Vocational College of Economics and Trade (private), Foreign Trade College of Chongqing Normal University (private), Rongzhi College of Chongqing Technology and Business University (private) and Pass College of Chongqing Technology and Business University (private), were selected as the survey objects. Complete the questionnaire through online distribution. At the same time, according to the statistical analysis of the questionnaire, we can grasp the knowledge about business culture and the interest in business culture courses of Chongqing business college students.

1.2.2 Questionnaire preparation and distribution

In order to get a more comprehensive and accurate understanding of Chongqing business college students' views on Chinese traditional business culture, a questionnaire on business culture was designed and researched, and it was distributed online to Chongqing business college students through asking questions. The content of the questionnaire includes two aspects: one is the analysis of the basic situation of the respondents, such as monthly expenses, sources of life, ways of saving money, etc. The second is to investigate students' understanding and interest in business culture. For example, which business gangs in China do you want to know most? Through what channels have you learned and acquired knowledge about business culture? The questionnaire survey was conducted from October to November 2022, and a total of 697 online questionnaires were collected. Similarly, after eliminating 13 invalid questionnaires, 643 valid questionnaires were received, with an effective response rate of 92.25%.

1.2.3 Analysis of survey data

(1) Investigation on the ways to acquire business culture knowledge.

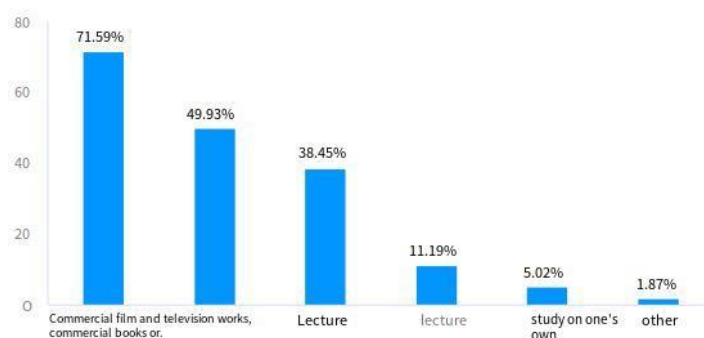


Fig. 1 Questionnaire survey on the ways for Chongqing business college students to acquire business culture knowledge.

According to the data in Figure 1, it can be seen that the ways for Chongqing business college students to acquire business culture knowledge mainly come from commercial movies, commercial books or magazines and classroom lectures, accounting for 71.59%, 49.93% and 38.45% respectively. There are also 11.19% students who get it through lectures, and another 5.02% students learn about business culture through self-study. A small number of students learned about business culture through learning Baidu, novels, short videos and parents, accounting for 1.87%. From this, it can be seen that there are many ways for Chongqing business college students to acquire business culture knowledge, but mainly through external channels.

(2) Investigation of business culture courses in elective schools.

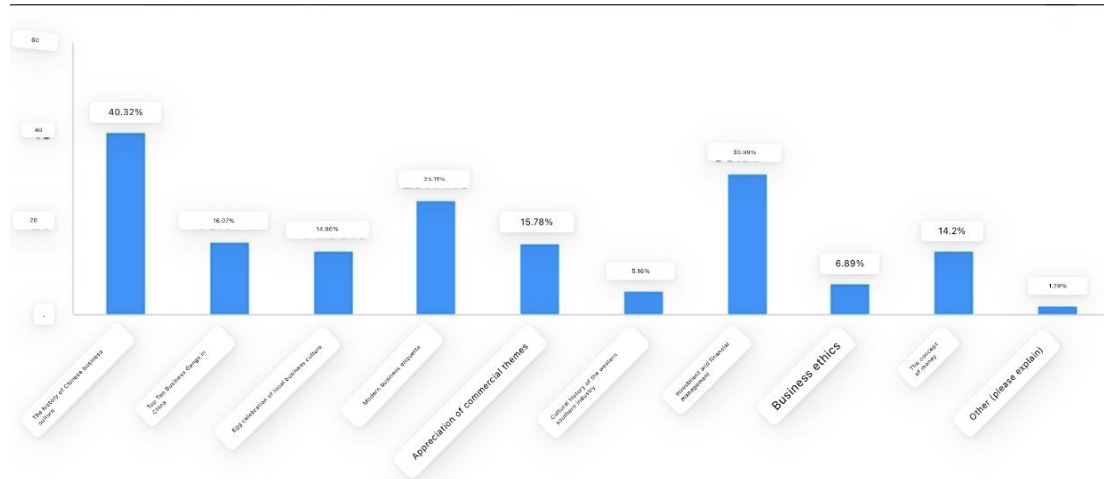


Fig. 2 Questionnaire survey of students taking business culture courses in Chongqing business colleges.

According to the data in Figure 2, the business culture courses that Chongqing business college students most want to take include the history of business culture in China, accounting for 40.32%. Followed by investment and financial management and modern business etiquette, accounting for 30.99% and 25.11% respectively. More than 30% of the students want to learn the top ten business gangs in China, the appreciation of commercial film and television works, and the local business culture in Chongqing. It can be seen that students pay more attention to the practicality of business culture courses, such as investment and financial management.

(3) The investigation that most wants to know the story of China's business gang.

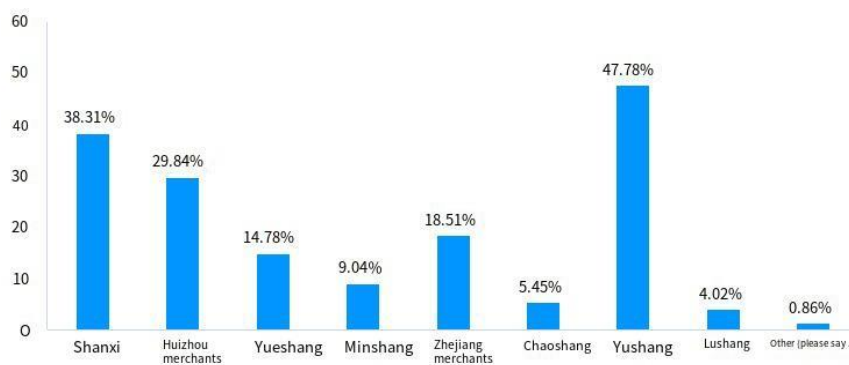


Fig. 3 Questionnaire survey on the story of China business gang that Chongqing business college students most want to know.

According to the data in Figure 3, Chongqing business college students have the strongest interest in Chongqing business, accounting for 47.79%, which may be related to the area of this survey. Followed by Shanxi merchants, accounting for 38.31%, and Huizhou merchants ranked third, accounting for 29.84%. In addition, students are more interested in Guangdong businessmen and Zhejiang businessmen. Schools should set up relevant courses according to students' interests.

(4) What kind of goals do you want to achieve?

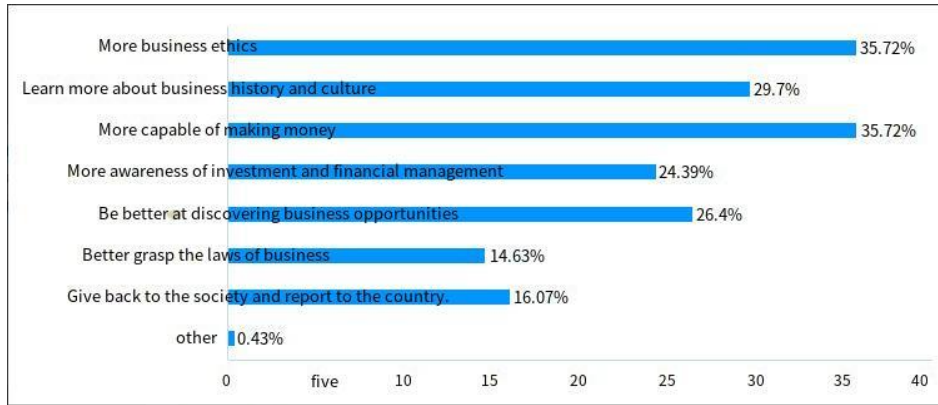


Fig. 4 Questionnaire survey on what goals Chongqing business college students prefer to achieve.

According to the data in Figure 4, 35.72% of Chongqing business college students want to have more business ethics when learning business culture, which is the same as that of students who want to make more money. At the same time, students also want to know more about business history and culture, be better at discovering business opportunities and grasp business rules, accounting for 29.7%, 26.4% and 14.63% respectively. At the same time, 16.07% students want to give back to the society and report to the country. Based on this, students tend to get more economic benefits when learning business knowledge, and schools should improve the practicality of courses when formulating relevant curriculum standards.

(5) Daily consumption survey

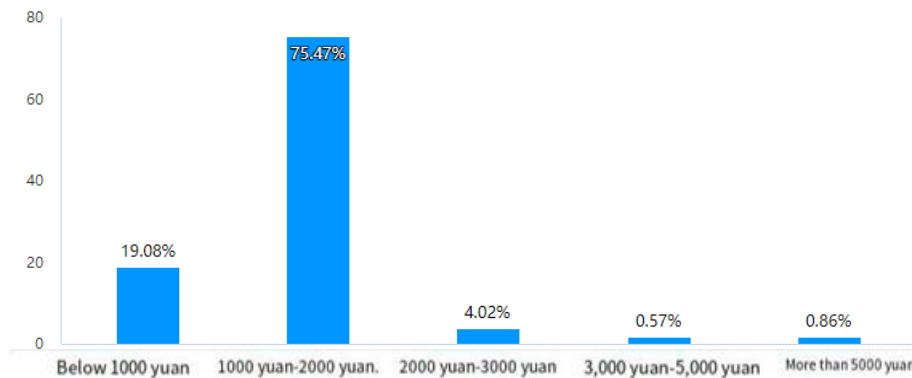


Figure 5 Questionnaire survey on monthly living expenses of students in Chongqing business colleges

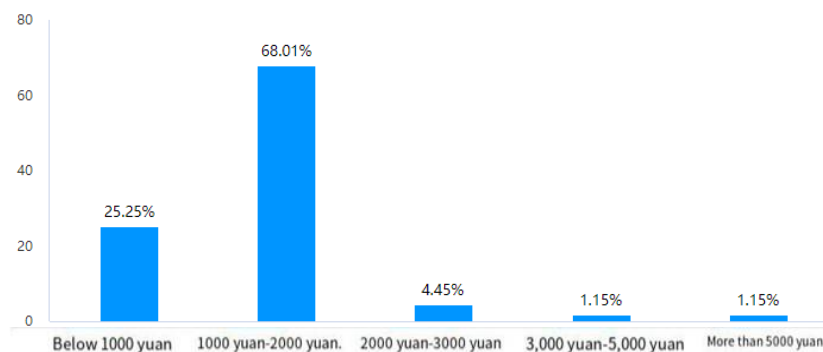


Figure 6 Questionnaire survey of monthly expenses of students in Chongqing business colleges

According to the data in Figure 5, the living expenses of students in Chongqing business colleges are basically within 1,000-2,000 yuan, accounting for 75.47%. 19.08% is lower than that of 1000 yuan, 4.02% is from 2000 to 3000 yuan, 0.57% is from 3000 to 5000 yuan, and only 0.86% is over 5000 yuan. It can be seen that the living expenses of most students in Chongqing business colleges are within 2000 yuan, which is relatively even.

According to the data in Figure 6, the monthly expenses of students in Chongqing business colleges are basically consistent with their living expenses, and 68.01% of the students spend within 1,000-2,000 yuan. However, students who spend more than 5,000 yuan account for 1.15%, which is higher than the proportion of students whose living expenses are more than 5,000 yuan, indicating that some students may have overdraft behavior.

(6) investigation of overdraft behavior

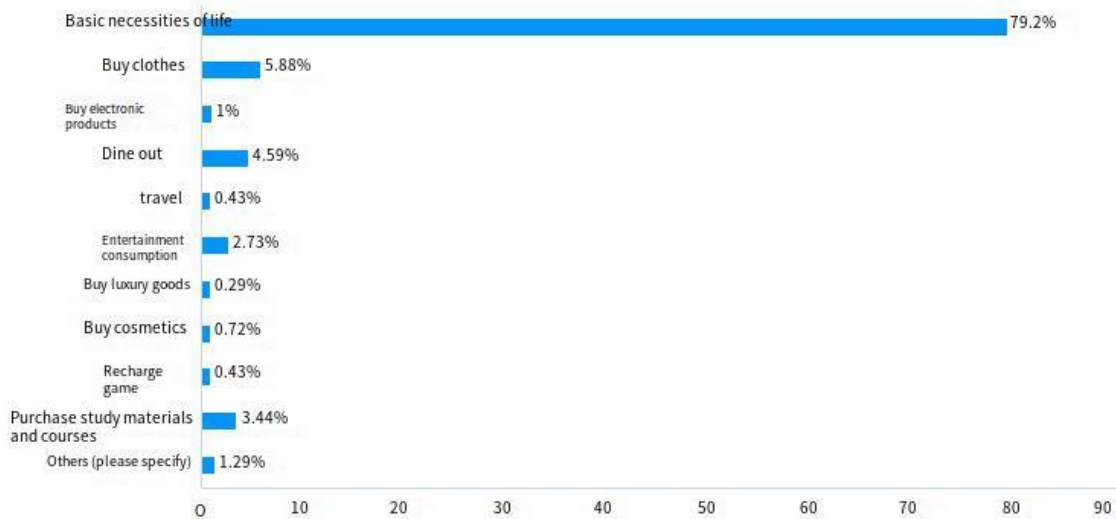


Fig. 7 Questionnaire survey on the whereabouts of students' monthly expenses in Chongqing business colleges.

According to the data in Figure 7, the monthly expenses of Chongqing business college students mainly meet the basic needs of life, accounting for 79.2%. Secondly, clothing, dining out, learning materials and courses were purchased, accounting for 5.88%, 4.59% and 3.44% respectively. In addition, 2.37% of students spend on entertainment, 1% on electronic products, and 0.29% on luxury goods and 0.72% on cosmetics. It can be seen that most students' living expenses are mainly used for basic expenses and study, and a small number of students' living expenses are used for entertainment expenses.

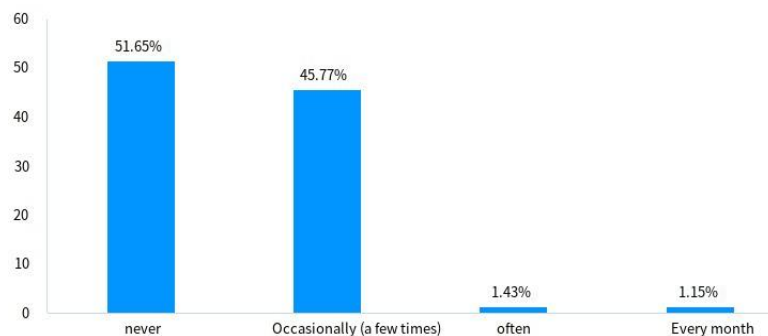


Figure 8 Questionnaire survey on overdraft frequency of students in Chongqing business colleges

According to the data in Figure 8, 48.35% of the students in Chongqing Business College have overdraft behavior, of which 45.77% have occasional overdraft behavior, 1.43% have frequent overdraft behavior, and 1.15% have overdraft behavior every month. No matter what, 51.65% of the students have never overdrawn. It can be seen that most students in Chongqing business colleges have good control over consumption, but some students need to be educated about the concept of money.

(7) Investigation on the concept of money.

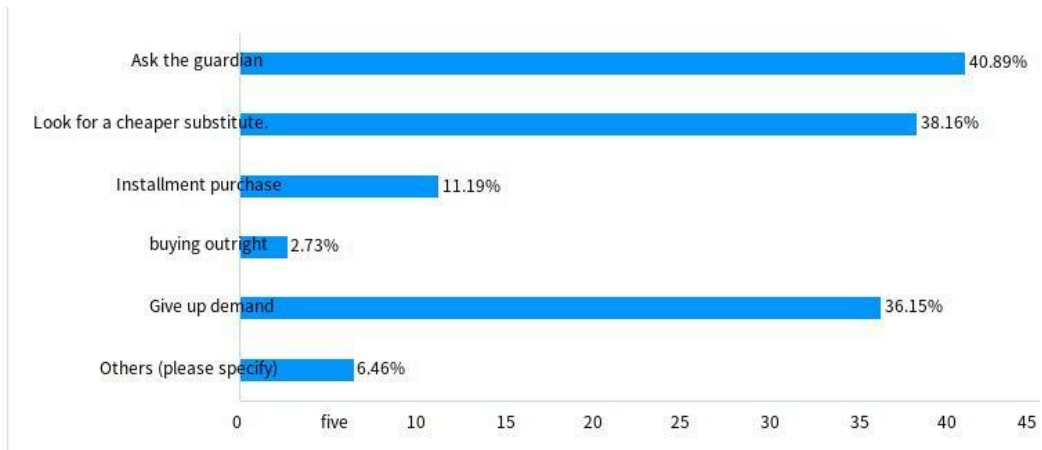


Fig. 9 Questionnaire survey of Chongqing business college students who want to buy goods but can't afford them temporarily.

According to the data in Figure 9, Chongqing business college students mainly ask their guardians for advice when they want to buy goods but can't afford them temporarily, accounting for 40.89%. 38.16% students are looking for lower-priced substitutes, and 36.15% students give up demand. There are also 11.19% and 2.73% students who choose to buy by installment or directly. There are also 6.46% students who think they will save money before buying. Therefore, most students in Chongqing business colleges have a good consumption concept and don't spend beyond their ability.

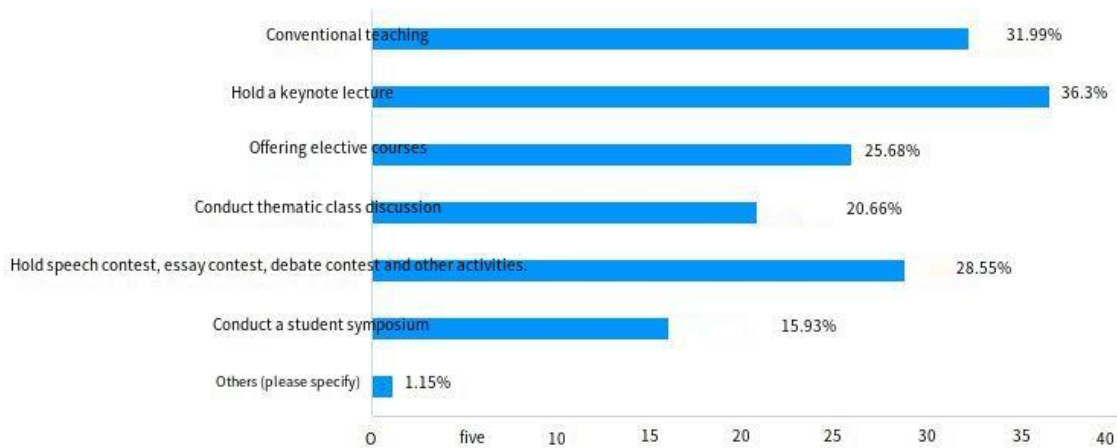


Fig. 10 Questionnaire survey on the more acceptable education methods of money concept for students in Chongqing business colleges.

According to the data in Figure 10, it can be seen that in the investigation of the education mode of Chongqing business college students accepting the concept of money again, 31.99% students tend to give regular lectures, 36.3% students tend to hold thematic lectures, and 28.55% and 25.68% students tend to hold speech contests and elective courses. It can be seen that students in Chongqing business colleges are more interested in holding lectures on related knowledge.

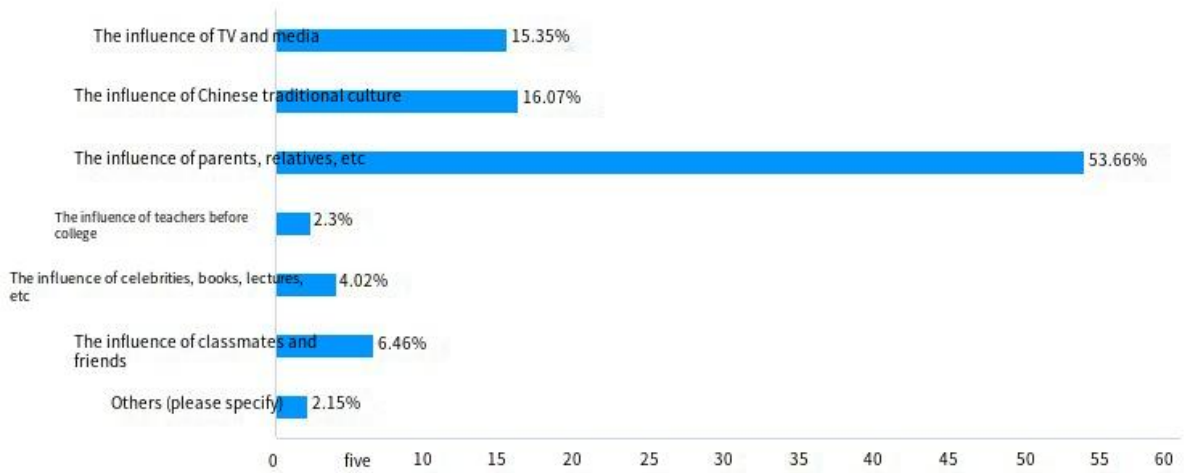


Figure 11 Questionnaire survey of Chongqing business college students' understanding of the source of money

According to the data in Figure 11, Chongqing business college students' understanding of money mainly comes from the influence of parents and relatives, accounting for more than 50%, accounting for 53.66%. In addition, TV, media, Chinese traditional culture and other influences are also profound, accounting for more than 20%. It shows that the students' view of money in Chongqing business colleges has a great relationship with the environment in which they grew up.

(8) Investigation on the future job search direction

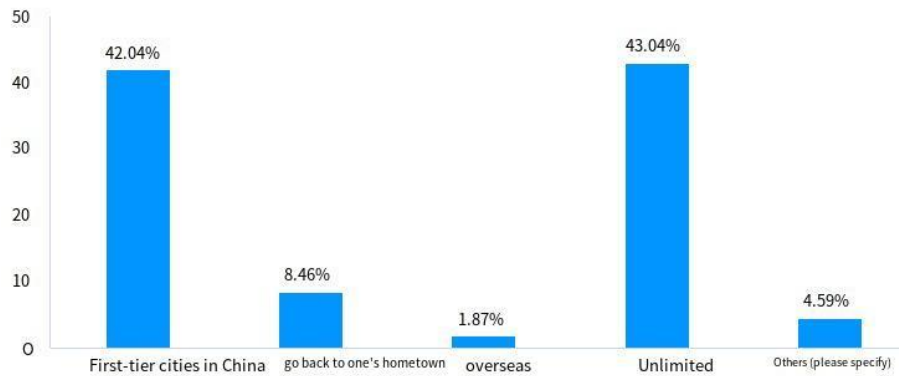


Figure 12 Questionnaire survey of Chongqing business college students looking for work areas

According to the data in Figure 12, 42.04% of Chongqing business college students tend to look for a job in China's first-tier cities, which means 43.04% are not limited to areas, while 8.46% choose to go back to their hometown and 1.87% want to go abroad. Choosing other students accounted for 4.59%. It can be seen that first-tier cities are more attractive to students, which may be related to more employment opportunities and development space in first-tier cities.

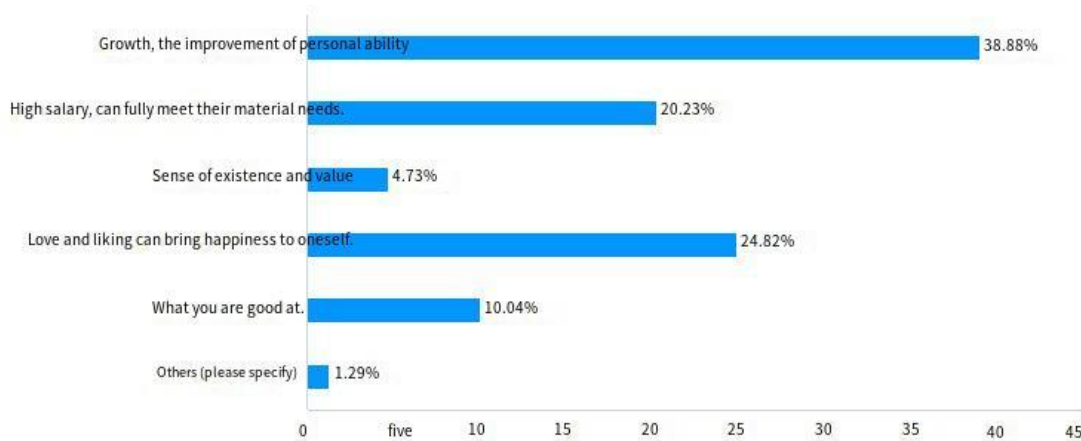


Fig. 13 Questionnaire survey on the key points of Chongqing business college students' job hunting

According to the data in Figure 13, the primary concern of Chongqing business college students in job hunting is growth and personal ability improvement, accounting for 38.88%. Followed by love, love and can bring happiness to themselves, accounting for 24.82%. The third is high salary and being able to fully meet their material needs, accounting for 20.23%. There are also some students who are more inclined to choose the fields they are good at, so that they have a sense of existence and value. This shows that the employment of Chongqing business college students pays more attention to personal growth and salary.

2 Analysis of the significance of the development of Chinese traditional business culture curriculum standards

2.1 cultivate the spiritual treasure of Chongqing business college students' professional quality

The development of Chinese traditional business culture curriculum standards is of great significance for cultivating the professional quality of students in Chongqing business colleges. From the connotation of traditional business culture, it is rich in wisdom and values, including business ethics, business wisdom, business beliefs and other aspects. It is the positive quality and good accomplishment of cultivating students' hard work, pioneering and enterprising, daring to struggle, keeping promises and keeping promises, being consistent in words and deeds, being charitable and giving equal attention to righteousness and benefit, and it is an important educational resource for Chongqing commercial colleges. By offering relevant courses and formulating standards, students in Chongqing business colleges can deeply understand the spiritual wealth contained in them and help them establish correct business ethics and professional qualities such as honesty, responsibility and cooperation. In teaching, various ways are used, such as cultural guidance and practical application, to cultivate students' noble professional quality and export "business talents with both morality and skill" for the society. This kind of cultivation has an important influence on students' future career development and social interaction, and is helpful to improve their professional competitiveness and adaptability. By contacting and learning traditional business culture, students will better understand the value and significance of business activities, establish correct business concepts, and be able to use traditional wisdom and moral principles to solve practical problems in practice.

2.2 Chongqing business college students to provide cultural support for innovation and entrepreneurship education.

The development of Chinese traditional business culture curriculum standards also provides important cultural support for the innovation and entrepreneurship education of Chongqing business college students. From the development of modern society, innovation and entrepreneurship has become one of the compulsory courses in colleges and universities, and it is also an important engine to promote social and economic development. The knowledge of business wisdom, business strategy and business model in traditional business culture can help students learn more about innovation and entrepreneurship and deepen their understanding of business knowledge. By bringing traditional business culture into the curriculum standard, students in Chongqing business college can systematically learn traditional business experience and combine it with modern innovative ideas to provide rich cultural support and enlightenment for their innovative and entrepreneurial practice. At the same time, the spirit of hard work, diligence and frugality contained in Chinese traditional business culture can be integrated with the curriculum of Chongqing business colleges, which can inject new intellectual support into it and make the innovation and entrepreneurship activities held by colleges and universities by going up one flight of stairs. By studying traditional business culture, students will be exposed to the wisdom and experience of successful businessmen and understand the elements and principles of business success. They can draw

inspiration from traditional business culture, learn business wisdom and strategies, and apply them to innovation and entrepreneurship practice in modern business environment. This kind of cultural support will provide students with a solid foundation of values and code of conduct, and inspire students' innovative and entrepreneurial consciousness and spirit in Chongqing business colleges.

2.3 Strategic resources for building a strong cultural country

As a unique cultural heritage of the Chinese nation, Chinese traditional business culture has important historical, cultural and social significance. Incorporating business culture into the curriculum standards of Chongqing business colleges can help students understand more relevant knowledge and connotation, enhance their sense of identity and self-confidence in traditional business culture, lay a foundation for the inheritance and innovation of traditional business culture, and provide important strategic resources for building a cultural power with Chinese characteristics. At the same time, bringing business culture into the curriculum standards of Chongqing business colleges is also helpful to promote related research and academic exploration. Chongqing business colleges can provide more academic support and resources for the study of Chinese traditional business culture, and promote in-depth research and academic exchanges on business culture, which will further strengthen the influence of Chinese traditional business culture in academic circles and promote the innovation and development of business culture. In addition, by developing the curriculum standards of Chinese traditional business culture, people's awareness of traditional business values and their sense of inheritance can be better promoted. This will not only provide important support for the goal of building a strong cultural country, but also enrich people's spiritual life and enhance social cohesion and cultural self-confidence.

3 Chinese traditional business culture curriculum standard development strategy analysis

3.1 Set up a professional team to study business culture

In the process of developing the curriculum standard of traditional business culture in China, a team of high-quality and high-level teachers is very important, which is an important guarantee for the effectiveness of the curriculum. Facing the content of Chinese traditional business culture, it is found that it is facing the problem of insufficient research richness. At present, the research tends to discuss the narrative content, and lacks a systematic interpretation of traditional business culture. In order to inherit and innovate business culture in Chongqing business colleges, we should further explore the source resources, connotation resources, time-honored brands of traditional business civilization and contemporary business civilization resources of business culture. At the same time, it is necessary to further study the core spirit of high business culture, so as to refine the core value of business culture. In this process, Chongqing business colleges need to base themselves on the socialist core values and find the point of convergence between them, so as to develop business culture and create a full and valuable connotation system for Chongqing business colleges.

In order to achieve the above goals, it is necessary to set up a high-level business culture research team, including business culture research experts, business culture entrepreneurs and university researchers. This team will pool the professional knowledge and research experience of all parties and work together to deeply study all aspects of Chinese traditional excellent business culture. After in-depth excavation and analysis of business culture, we can master its valuable resources and wisdom, and provide support for Chongqing business colleges to build a rich and in-depth curriculum standard system of Chinese traditional excellent business culture. Based on students' learning situation and interest, this system runs through different professional courses, humanities literacy courses, ideological and political courses and innovation and entrepreneurship courses to help students fully understand the connotation and significance of Chinese traditional excellent business culture.

3.2 Carry out experiential courses and practice business culture

Business culture is very practical, so Chongqing business colleges should pay attention to practical teaching in the process of developing curriculum standards, not just theoretical knowledge. Specifically, it is necessary to establish rich and diverse "experiential" practice teaching activities, integrate Chinese traditional excellent business culture into students' actual experience, and enhance the students' sense of participation and acquisition. For example, business case analysis with the theme of "Chinese traditional excellent business culture" is carried out on campus from time to time to guide students to conduct business case analysis, study and analyze actual business cases, and explore business decision-making and management strategies. By analyzing successful or failed business cases, students can draw lessons and cultivate business insight and problem-solving ability.

Make use of the rich teaching resources of colleges and universities, on the one hand, organize students to visit traditional commercial blocks, commercial museums or commercial cultural exhibitions, so that students can personally feel the unique charm of traditional commercial atmosphere and commercial culture. By observing and exploring the evolution of business history, business development and business culture, students can deeply understand the background and values of business. On the other hand, organize students to participate in the inheritance and practice of traditional business skills, such as tea art, calligraphy, painting, paper cutting and so on. By personally experiencing the essence and charm of traditional business skills, students can deeply

understand the connotation of traditional business culture and cultivate professional skills and innovative thinking. In addition, students are arranged to participate in the activities of various chambers of commerce and chamber of commerce enterprises, and face-to-face exchanges and interactions with chamber of commerce personnel. Students can listen to business culture stories, experience corporate culture, and learn business philosophy, philosophy of life and principles of being a man. Such exchange opportunities enable students to truly feel the cohesion and innovative spirit of the business community.

3.3 Improve the supporting system of business culture courses

In order to ensure the quality and sustainable development of Chinese traditional business culture courses in Chongqing business colleges, it is very important to improve the supporting system of business culture courses. The inheritance and innovation of Chinese traditional excellent business culture is a long-term and complicated task, and Chongqing business colleges play an important role in talent training. In order to ensure the smooth progress of this task, colleges and universities need to make reasonable plans, establish perfect supporting rules and regulations, and clarify the responsibilities of teaching management departments, operation supervision departments and teaching departments of various departments in the inheritance and innovation of Chinese traditional excellent business culture. At the same time, in order to ensure the effectiveness of teaching, the school can take the following measures: (1) to formulate a detailed curriculum outline and clarify the core content, learning objectives and requirements of business culture courses. Ensure the systematicness and consistency of the course, and provide flexible elective courses to meet the individual needs of students. (2) Recruit teachers with professional knowledge and teaching experience in the field of business culture, and establish a professional team of teachers. Provide training and development opportunities to improve teachers' teaching level and professional quality. At the same time, establish a teacher evaluation and incentive mechanism to encourage teachers' research and innovation in business culture education. (3) Combine practical teaching with business culture courses and organize field trips, practical projects and enterprise internships. Through the contact with the actual business environment, students can apply theoretical knowledge to the actual situation and improve their practical ability and innovative thinking. (4) Develop evaluation indicators and standards, regularly evaluate business culture courses, and collect feedback from students and teachers. Make improvement and adjustment according to the evaluation results to ensure the quality and effect of the course. By perfecting the supporting system of business culture course, the teaching quality and effectiveness of the course can be improved, and business talents with traditional wisdom and innovative ability can be cultivated. At the same time, it can also promote the inheritance and innovation of Chinese traditional excellent business culture and contribute to the development of social economy.

4 Conclusion

The development of Chinese traditional business culture curriculum standards is of great significance for cultivating the professional quality of Chongqing business college students, providing cultural support for innovation and entrepreneurship education and building a cultural power. By bringing traditional business culture into the curriculum system of Chongqing business college, we can inherit and carry forward Chinese traditional culture, cultivate students' comprehensive quality and innovative ability, and provide strong support for realizing the strategic goal of national cultural development. However, at present, the research on business culture is still relatively insufficient, students know little about business culture, and there are some bad tendencies in the choice of money view, which hinders the inheritance and innovation of Chinese traditional business culture. Therefore, Chongqing commercial colleges should start to develop the standards of related courses. Clear standards can ensure the quality and teaching effect of business culture courses, and help to cultivate business talents with Chinese business wisdom and innovation ability, so that they can have solid business knowledge and moral literacy, make wise decisions in the business field, pay attention to social responsibility, and integrate the essence of Chinese traditional business culture into business practice.

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