

The Path to Enhance the Core Competitiveness of the Economic Statistics Graduates: An Exploration based on the "New Economics and Management" Strategy

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Abstract

To improve the ability of economic statistics graduates to support the national strategy and serve regional economic and social development, it is necessary to solve the problem of inaccurate matching between the supply side of talent cultivation and the demand side of economic and social development, which requires the improvement of graduates' professional core competence and vocational innovation ability. Combined with the strategic goal of "New Economics and Management", we analyze the connection between the curriculum system of economic statistics and the demand for graduates' career development, explore the path to improve the core competitiveness of economic statistics graduates from the perspective of synergistic development of theoretical foundation and practical skills, then offer some advice to cultivate high-quality applied professionals adapted to the needs of economic and social development.

Keywords

Economic Statistics Graduates; "New Economics and Management" Strategy; Career Development Needs; Core Competitiveness.

1. Introduction

The new situation of reform and development of higher education and the new requirements of economic and social development have challenged the financial education of contemporary institutions of higher education, and the "New Economics and Management" strategy has come into being. To adapt to the new requirements for the professional quality and ability of economic and management professionals put forward by the industrial structure adjustment and the transformation of development mode in the context of the new era and new technology, the "New Economics and Management" strategy requires the scientific construction of the professional curriculum system, the collaborative cultivation of college students' professional core ability and professional innovation ability, and the integration of the Internet, Big Data, Artificial Intelligence and other digital technologies into the teaching activities, so as to improve the comprehensive quality of college students, and to cultivate high-level applied economics and management professionals who are adapted to the new needs of the economic and social development of the region and the industry (Liu et al., 2019; Zhao & Xu, 2021; Ding & Jing, 2022). In order to achieve these goals, the core competitiveness of economic and management specialties should be improved in three levels and in multiple dimensions, from enhancing the innovation of the professional system, promoting the scientific and technological development of the specialty, and strengthening the social service capacity of the specialty, which is a concrete realization path to respond to the needs of the development of the times and to meet

the needs of the construction of the country and the development of the society (An & Wang, 2019). This requires that the professional curriculum can not only consolidate the theoretical foundation for college students but also help college students broaden their professional horizons and improve their practical ability, for this reason, the construction of economic and management majors needs to complete the transformation from the traditional education and teaching mode to the modern education and teaching mode, i.e., the transformation from the discipline-oriented to the industrial demand-oriented, the transformation from the professional segmentation to the multidisciplinary intersection and in-depth fusion, and the transformation from the independent innovation and entrepreneurship education to the "government, industry, academia, research and use" education. From independent innovation and entrepreneurship education to "government, industry, academia, research, and application" close combination of synergistic development. Currently, many economic and management majors are in the transition period of the transformation, and the development of some majors is facing key problems that need to be solved.

At present, more than 160 institutions of higher learning in China have opened economic statistics major, which are committed to cultivating composite statistical professionals serving government statistical departments, economic and social research departments, financial institutions, industrial and commercial enterprises, data analysis institutions, market research institutions, etc. Therefore, graduates are not only required to be able to undertake the technical work of socio-economic research and statistical analysis in the related fields, and to be the backbone of data analysis in enterprises and institutions, but also need to have certain organizational management and leadership skills and be competent in the management of professional related departments. However, in recent years, the job market has faced the following difficulties: On the one hand, a considerable number of economic statistics graduates have difficulties in finding suitable jobs in the local area in the process of employment and career choice; On the other hand, local enterprises and institutions have difficulties in recruiting skilled talents or management talents majoring in economic statistics to meet the specific needs of the positions, which is especially prominent in the field of emerging industries. This shows that there is a disconnect between the supply of economic statistics graduates and the actual demand of regional industries, which leads to this strange phenomenon mainly due to the following three aspects: Firstly, the mismatch between the professional structure and the regional industrial structure due to the failure of the professional setup to give full consideration to the regional industrial structural demand and planning. Secondly, the integration of "government, industry, academia, research and utilization" is not deep enough, resulting in the latest needs and trends of the industry not being able to pass to colleges in time, which makes the colleges lag in responding to the skills needs of personnel training. Thirdly, colleges are "absent" in terms of professional settings, evaluation, and control mechanisms, lagging, not flexible enough, professional setting, and talent training mode is difficult to meet the talent needs of emerging industries.

To solve the employment problems of economic statistics graduates, it is necessary to explore ways to improve the core competitiveness of the profession, among which, enhancing the professional practice and application ability is the key, analyzed from the following two aspects. On the one hand, enterprises and institutions hope to recruit fresh graduates with the professional ability to take up the job responsibilities immediately. This requires college students to have a solid professional foundation and practical working ability. Under this cultivation goal, colleges should also make appropriate adjustments to the professional teaching according to the development needs of the region and the industry, to match the specific talent demand standards. On the other hand, for college students, career orientation and professional foresight are necessary. The formation of a career development path not only requires professional core skills to better utilize one's talents and potential but also is necessary

to match one's career development with one's personality, strengths, interests, value orientation, etc., and adapt to the external environment, which is beneficial for college students to master the skills required for their future career development. To sum up, it is necessary to explore the method of enhancing professional practice and application ability from the perspective of the enterprise's talent demand and college students' career development. Based on the perspective of the career development demand of economic statistics graduates, this paper analyzes the correlation between the career development demand and the core curriculum system of the profession, explores the method of constructing the core competence system of the economic statistics graduates, and seeks to improve their core competitiveness. This is an important theoretical and practical value to promote the practice of the "New Economics and Management" strategy, which not only provides new ideas for the teaching reform of economic statistics major under the new situation but also provides a reference to enhance the core competitiveness of other economics and management majors.

2. Building a Competency System for Economic Statistics Major

2.1. Grading of Course System for Economic Statistics Major

To meet the requirements of enterprises and institutions, the curriculum system of economic statistics major can be divided into four levels: basic courses, core courses, personality development courses, and comprehensive practice courses. Among them, the basic courses cultivate students' thinking in economics and consolidate the theoretical foundation of statistics; the core courses include professional advanced courses and professional development courses, which cultivate students' basic ability of statistical analysis in various aspects and enable them to have the professional skills of "ready for work" after graduation; and the personality development courses combine the society and market with specific fields such as enterprises to cultivate students' analytical ability and their ability to analyze and analyze the statistical data of the society and market, The personality development courses combine social, market, enterprise, and other specific fields to cultivate students' ability to analyze and solve real-life problems, stimulate students' demand for career development, and encourage them to maintain the spirit of innovation in the pursuit of career development. The comprehensive practice courses include innovation and entrepreneurship practice, interdisciplinary experiments, and extracurricular practice courses, which focus on cultivating college students' comprehensive practical abilities. In conclusion, by continuously optimizing the curriculum system of economic statistics major, and rationally configuring the basic courses of disciplines, core courses of specialties, personality development courses, and comprehensive practice courses, the graduates not only have solid theoretical foundations and broad professional perspectives but also have the core competencies required by the professional positions, the graduates can be competitive in the job market and provide a constant power for their future career development.

2.2. Decomposition of Competency System for Economic Statistics Major

The economic statistics major cultivates application-oriented professionals, who can skillfully use industry norms and professional knowledge to solve complex problems in the field of economic statistics and are mainly engaged in statistical investigation and processing, statistical information consulting and management, statistical data collation and analysis in enterprises and institutions, or in research and teaching in scientific research and education departments after graduation. The key to shaping the employment advantage and career competitiveness of college students majoring in economic statistics is to improve the design of the curriculum system and enhance the professional ability of graduates by the job requirements.

The professional ability of practitioners can be divided into three levels: basic ability, core ability, and development ability (Zhang et al., 2020). Enhancing the level of professional competence of college students means that the teaching work should cultivate college students' solid professional basic competence and professional core skills, which form the basis of professional quality and make them competitive in the job market; in addition, it is also necessary to broaden the professional horizons of college students and cultivate developmental competence, to make them have the ability to continuously learn to adapt to the development of the society, the competition of the industry and the development of the career, and provide a source of impetus for their career development in the future. Provide source power for their future career development. The enhancement of development ability is based on the premise of basic ability and core ability, which requires college students to have good professionalism and the ability to continuously innovate. According to the current situation of professional ability training for students majoring in economics and statistics in colleges, the level of basic ability training has been steadily improving, but the level of core ability and development ability training needs to be improved, which are directly related to the employment quality and future career development of graduates. Based on this, to improve the core competitiveness of economic statistics graduates, the current curriculum design of economic statistics major should focus on the contents from the perspective of graduates' career development needs, exploring the connection between career development and professional curriculum system, and exploring the method of building professional competence system.

2.3. Construction of Competence System based on Career Needs

Based on the needs of career development, professional competence can be decomposed into qualification competence and professional innovation competence. The former is based on the premise of the realization of basic and core competencies, which is the basis for adapting to the job requirements (Zhang et al., 2020), and colleges can guide and promote college students to improve their licensing competence through professional theoretical knowledge training and practical training. Occupational innovation ability is an important embodiment of career development ability, which is closely related to the future career development of college students, and it can be improved through the reasonable arrangement of practical education links. Innovation and entrepreneurship practice education in colleges is getting more and more attention, but this kind of education should not be independent of professional education, but should be complementary to professional education, which can be realized by reasonably arranging the status of project practice, discipline competition and other activities in professional teaching, to fully stimulate college students' innovative consciousness.

The cultivation of vocational innovation ability is also based on the premise of realizing the basic and core abilities, and together with the qualification ability, it affects the competitiveness of economic statistics graduates in the job market and their future career development, but the focus of cultivating vocational innovation ability is different from that of the qualification ability. Licensing competence emphasizes the cultivation of professional core competence through the study and training of professional courses, and its evaluation standard is unified and can be assessed through professional examinations. On the other hand, professional innovation ability is a reflection of comprehensive quality, which needs to be assessed in combination with the performance of college students in practice, such as project practice, discipline competition, and other activities. Compared with the qualification ability, the cultivation of professional innovation ability is more diversified, and it is also the core of establishing competitive advantages in the cultivation of economic statistics graduates, and the concept of "government, industry, academia, research, and application" has guided a new direction for realizing this goal. How to coordinate the relationship between innovation and entrepreneurship practice education and economics and statistics education, so that they can develop synergistically,

complement each other, and work together to improve the core competitiveness of the profession, is an important problem facing the educational and teaching activities of colleges at present.

3. The Connection between the "New Economics and Management" Strategy and the Curriculum System of the Economic Statistics Program

To improve the ability of economic statistics graduates to support the national strategy and serve the economic and social development of the region, education in economic statistics major must equip graduates with the ability for professional development. However, in recent years, the development of the training mode of economic statistics major has lagged behind economic and social development, resulting in the mismatch between the professional quality of graduates and the demand for economic and social development, the gap between the supply and demand of talents in the job market has become more and more obvious, and the employment rate and the quality of employment have declined to different degrees. To solve the above problems, the design of the curriculum system should be based on the cultivation of college students' qualification ability, and to cultivate college students' career development ability as the highest goal, so that the professional training objectives, syllabus, and professional courses need to be combined with the university's conditions of operation to make the appropriate adjustments, which requires a full understanding of the relevance of the qualification ability, career development ability, and the professional curriculum system.

License ability is the prerequisite of career development ability, and career innovation ability is an important embodiment of career development ability. To cultivate career development ability, it is necessary to build the core competence curriculum system of economic statistics major from the aspects of cultivating practicing qualification ability and career innovation ability. Therefore, in addition to basic theoretical teaching, practical teaching is carried out through case teaching, course experiments, social research, etc. The application of basic statistical skills and statistical methods can be carried out throughout practical teaching activities, which will help to gradually cultivate the comprehensive practical ability of university students and enable them to reach the following levels upon graduation: to be able to carry out statistical surveys on real-life problems in conjunction with the actual economic and social development and to be able to complete statistical analyses with the help of statistical software. They can skillfully complete statistical analysis and writing and have the basic ability to analyze big data. In conclusion, considering the relevance of career development ability and professional curriculum system, the curriculum system of economic statistics major should be optimized continuously with the related career demand, and the basic courses, core courses, personality development courses, and comprehensive practice courses should be reasonably configured, so that the graduates will not only have solid theoretical foundation and core competence required by the professional positions, but also have a broad professional vision and career development ability, and will not only be competitive in the job market but also be able to develop their career.

4. The Path to Improve the Core Competence of Economic Statistics Graduates

To improve the ability of economic statistics graduates to support the national strategy and serve the economic and social development of the region, it is necessary to focus on solving the problem of inaccurate matching between the supply side of economic statistics training and the demand side of economic and social development and to improve the professional quality of graduates of economic statistics major. Therefore, in light of the current background of

integration of specialization and innovation, we seek for a path to effectively enhance the core competitiveness of economic statistics graduates from the perspective of synergistic development of licensing ability and professional innovation ability, and are committed to fostering high-quality applied professionals who can adapt to the needs of economic and social development.

4.1. Adjusting and Refine the Professional Training Requirements by Career Demand

The supply side of professional personnel training should be accurately matched with the demand side of economic and social development. Given the diversified demand of enterprises and institutions for talent, the curriculum system of economic statistics major should be continuously optimized according to the demand for jobs, and the core competence of college students should be strengthened through basic courses, core courses, personality development courses, and comprehensive practice courses, to enable graduates not only to have a solid theoretical foundation and broad professional vision, but also to establish lifelong learning and self-learning consciousness, and to have the ability to continuously learn to adapt to social development and industrial competition. They will also establish the awareness of lifelong learning and self-learning, can adapt to social development and industrial competition through continuous learning, and be able to work in cross-disciplinary and cross-cultural environments, which will make graduates not only competitive in the job market but also provide them with a constant impetus for their future career development. To realize the above goals, on the one hand, in the teaching practice, we should keep exploring the law of teaching in higher education, follow the principles of combining scientific and ideological, professional and comprehensive, mastering professional knowledge, and developing vocational skills, teacher's leading role and college student's subjectivity, uniform requirements and respecting individuality in higher education; carry out the principle of combining theories and applications organically, and pay attention to the principle of combining the cultivation of humanistic qualities with the cultivation of professional skills. To standardize teaching management, we should establish and improve the system of teaching conferences and the system of regular listening, study, research, and quality supervision by leaders at all levels, and formulate a set of rules and regulations for the management of teaching plan, the management of teaching operation, the management of teaching organization, the management of teaching quality, the management of teaching team, the management of laboratories, training bases and teaching materials, etc., to ensure that the whole process of education and teaching can be based on the rules and regulations, and to govern the teaching according to the law, and to build a scientific and effective teaching orientation, operation, management and management system. The whole process of education and teaching is governed by rules and regulations, and a scientific and effective teaching orientation, operation, management, evaluation, quality control, and guarantee system is constructed. On the other hand, the professional training program is the core factor that determines the quality of professional training, so we can carry out research on the demand for professional positions and the corresponding career development, and adjust and refine the training requirements of economic statistics major with the results of the research. For example, the purpose of the research is to understand the focus of the industry and enterprises on the demand for talent in economic statistics major, the main tasks of the professional positions, and the quality requirements of the professional positions for professional college students, to provide reference basis for the preparation of the professional training program, the formulation of the training objectives, and the improvement of the professional training curriculum system. The research can be used in a combination of primary data survey and secondary data survey methods. The primary data survey is mainly professional teachers

through visits to industry enterprises, interviews with business experts, and business experts to fill out questionnaires, through the organization of the results of the research conclusions.

4.2. Deepen School-Enterprise Contact and Optimize Curriculum System

Internal and external demand is the basis for determining the cultivation objectives, and the cultivation objectives should be compatible with internal and external demand. According to the principle of reverse design of result-oriented education, teaching design starts from demand. Demand can be divided into two categories: internal demand and external demand, internal demand refers to the law of education and teaching, the ideology and positioning of colleges, and the needs of college students, etc. based on the joint decision of professional talent training orientation, external demand refers to the demand of the country, society, industry, employers, etc. based on the requirements of the professional training of talents, which is very easy to be neglected in the traditional education and teaching design. The establishment of talent training objectives is not only an organic combination of internal and external demand, but also to coordinate the short-term demand and long-term demand, as the core demand for the design of the economic statistics curriculum system in colleges, so that the professional training objectives are not only matched with the current professional needs of employers, but also to adapt to the new requirements put forward by the future career development of the individual and job changes. On the one hand, from the point of view of internal departmental needs, the development of practical training work in colleges requires the creation of a high-quality professional teaching team and the development of scientific educational programs. Through the comprehensive sorting of the content of the practice classroom, the teaching staff of colleges, combined with the characteristics of the college students' majors and the personalized development needs of the college students, formulate scientific educational programs and provide unified guidance for the study and life of college students. Set up practice full-time service positions, responsible for the internship arrangement of college students in their corresponding majors. Make good use of modern information construction to strengthen the communication and exchange between the leadership of colleges and the grass-roots level, create a practical education guidance group, carry out regular training for professional teachers, integrate multiple social forces into the education guidance group, and regularly organize and carry out on-campus and off-campus practical exchanges and activities, to carry out a coordinated arrangement for the educational work of college students. On the other hand, from the point of view of external demand, this requires colleges to deepen contact with enterprises and institutions, to understand the nature and requirements of the relevant positions, to sort out the development plan of professional and technical personnel and the required abilities, and then to cultivate the professional quality and practical ability of students specializing in economic statistics major based on the professional curriculum system, to enhance professional ability as the goal, combined with the background of the industry development to cultivate college students combined with the reality of the need to analyze practical problems and comprehensively solve practical problems. The comprehensive ability to analyze and solve practical problems in the context of the development of the industry will enable them to grow up to be professionals with strong application abilities and a rich spirit of practice. Conditional institutions can also establish practical education bases, establish cooperation with off-campus educational institutions to meet the fundamental requirements of practical collaborative education, and adhere to the development principle of "going out and bringing in". The "going out" actively seeks cooperation between schools and enterprises, dividing college students into several study groups to carry out practical analysis around specific themes through communication, interviews, surveys, etc., to continuously improve the pertinence and effectiveness of the practical education program. "Bringing in" refers to inviting excellent teachers from other organizations to colleges to carry out practical teaching guidance for college students regularly. By carefully designing a practical education system that meets the

educational arrangements of different stages, creating practical education activities of interest to college students, and encouraging college students to participate in social practice activities organized by teachers, it will help college students adapt to the change of identity as soon as possible after graduation. In the context of university-enterprise cooperation, we provide students with opportunities to participate in professional internships in enterprises, establish their own future development goals, so that students can integrate into society as soon as possible after leaving the campus, set up different practical training activities and social public welfare activities in different growth cycles, constantly update and improve the content of practical activities, and regulate the form of the internal organizational structure, to enhance the students' awareness of their future positions.

4.3. The Cultivation of Talents in Multiple Directions by Modularizing the Curriculum System

Due to the diversification of jobs adapted to the economic statistics major, talent training also needs to be multi-directional, which can be realized through the modular design of the curriculum system. Different from a single curriculum system, a modularized curriculum system refers to the division of professional courses into several modules according to the competency-based, these modules are relatively independent of each other while retaining the intrinsic connection, constituting a unified whole. For example, the four modules of public basic courses, professional shared courses, professional core courses, and professional extension courses are built, and then modularized according to the different professional directions, according to the work positions, work processes, and work objects. Curriculum modularization refers to the modularization of course content based on the vocational work process. The course module contains several sub-modules of the special course structure, which determines the flexibility of the curriculum and a strong focus. Each sub-module of the curriculum has clear knowledge, quality, and ability objectives, is relatively independent, interrelated, and can be flexibly combined by the work process. Although the modules have different functions, the combination process can be replaced by other modules, reflecting the diversity of the overall combination of modular courses, so that it is easy to realize the combination of the process and after the completion of the combination of remodeling and regrouping. The arrangement of course modules should follow a certain logical order, give full play to the advantages of the modules, dock with the requirements of the actual vocational positions in the region, and ultimately effectively realize the objectives of the curriculum, and provide support for the professional training objectives. The design of a modularized curriculum system has great advantages in cultivating talents in different directions, which are mainly reflected in the following three aspects: (1) Facilitate the implementation of collaborative education between colleges and employers. Under the background of the integration of industry and education, the curriculum system is the materialization of the talent cultivation program, which can reflect the talent orientation of colleges and employers. Colleges and employers realize collaborative education through the joint development of the curriculum, in this process, the value orientation of both sides may be in conflict, and the design of a modular curriculum system is one of the effective ways to coordinate the contradictions between the two sides, colleges and employing units according to their own needs for modular decomposition of the teaching content, collation, merger of similar modules, in addition to the mandatory courses, combined with the university faculty, college students employment expectations, enterprises can provide internship positions and so on. In addition to the compulsory courses, the proportion of different modules is allocated in combination with the teachers' qualifications of colleges, employment expectations of college students, and internship positions provided by enterprises. (2) Facilitate dynamic updating of course content. Colleges often cooperate with many enterprises and institutions at the same time, which provides convenience for colleges to obtain

cutting-edge technology and information promptly, and this information can be added as new modules or new content of certain modules into the curriculum system without affecting the integrity of the original curriculum system, and updating the curriculum content is more convenient and effective, to make the training of talents to match the latest employment needs of enterprises and institutions. (3) Facilitate the career development of college students. To promote the deep integration of "government, industry, academia, research and utilization", colleges need to deeply cooperate with enterprises and institutions to meet the talent needs of enterprises and institutions, and at the same time, to meet the career development needs of college students, combining with the background of "dual-creation", the cultivation of talent requirements have two levels In the context of "dual-creation", the cultivation requirements of talents have two levels, which are not only to adapt to the increasingly complex work requirements in diversified situations but also to have broad professional vision and innovation and entrepreneurial ability, which can provide the impetus for the career development of college students in the future. The modularized curriculum system can help to realize these requirements, and students can choose the course modules independently according to their career development plans and integrate them into their curriculum system, to realize the diversified development of their careers, and fully take care of their employment, entrepreneurship and self-development needs.

4.4. Practice Integrated Teaching and Strengthening Professional Innovation Ability

Integrated teaching fits the real needs, not only conforms to the concept of modern quality education, enriches the education and teaching system and content, but also aims at cultivating college students' qualification ability and vocational innovation ability, which helps to cultivate comprehensive talents with professional literacy and innovation ability. College students majoring in economic statistics can obtain professional theoretical knowledge in classroom teaching, and the transformation of professional theoretical knowledge into professional core competence requires college students to personally participate in practical activities, such as project practice and disciplinary competitions, which are the fundamental ways to cultivate professional innovation ability. Carry out rich and diverse practical education activities, improve the existing university competition system, strictly regulate the regulations of practical activities, create high-quality practical teaching teams, establish a suitable reward mechanism for college students, and encourage college students to take the initiative to participate in practical activities. When college students achieve high-quality results, they conduct in-depth discussions on the social practice activities that college students participate in, break through the solidified thinking of practical education, organize exchanges and dialogues between college students and high-quality talents in enterprises, use modern new media network technology to repeatedly broadcast micro-videos and new media works on the Internet platform, and encourage college students to promote each other and make progress together in diversified parenting activities. In addition, there are differences in the conditions of operation of colleges as well as the links with enterprises and institutions, which endow a diversified mode of cultivating vocational innovation ability and assist colleges in shaping the core competitive advantages of their specialties. Therefore, colleges build stable and feasible multi-dimensional practice teaching platforms, such as inviting enterprises and institutions to jointly build on-campus practice bases, case centers, etc., and encouraging college students to actively participate in the practical activities of the platform, this industry-academia co-construction and synergistic promotion of the operation mechanism of the practice teaching makes the professional theoretical teaching and the professional practice teaching united in the professional curriculum system, and the graduates cultivated under this system not only have the Graduates trained under this system not only have the professional qualities to be

competent for their jobs but also can cultivate their professional interests in practice, so that they can form a clearer understanding of their future career planning. In addition, the online-offline integrated teaching mode can also be used in conjunction with the online-offline integrated teaching platform, through the construction of the "online + offline" integrated teaching platform, all-round collection, tracking, and analysis of classroom teaching data, timely attention to the learning behavior of college students, to promote independent learning of college students, and to improve the effect of college students' learning. By analyzing the status quo of college students' learning behavior under the online-offline integrated teaching mode, and combining the data on college students' learning behavior obtained from the survey, we summarize the main problems in college students' learning attitude, utilization rate of teaching resources, and the teaching evaluation system, and then improve the digital literacy level of college teachers, which will help to adopt a flexible teaching method that pays attention to the differences of individuals, and facilitate the improvement of the evaluation system.

5. Conclusion and Suggestions

Under the background of the new era, new technology, and new changes, along with the industrial restructuring and transformation of the development mode, the positions offered by enterprises and institutions and the requirements for professional competence of the positions are changing continuously. The "New Economics and Management" strategy requires the financial education provided by institutions of higher education to solve the problem of inaccurate matching between the supply side of economic and management professional talents training and the demand side of economic and social development, which requires the collaborative cultivation of college students' professional core competence and vocational innovation ability. Professional core competence is the basic ability of graduates to adapt to the needs of work and vocational innovation ability is an important basis for the future career development of graduates, and its cultivation method reflects the characteristics of university education. This paper explores the way to build the professional competence system of economic statistics graduates from the perspective of graduates' career development needs, analyzes the connection between professional development competence and professional curriculum system, as well as the problems existing in the current professional talent cultivation mode, and finally puts forward four suggestions to strengthen the core competence of economics and statistics: (1) Adjusting and refining the requirements for the cultivation of economic statistics major in light of the new needs of jobs in the new era and new technology changes. (2) To design a modularized economic statistics course system and train economic statistics graduates in different directions. (3) Deepen the connection between colleges and enterprises and institutions to optimize the curriculum system of economic statistics major. (4) Practicing integrated teaching to strengthen professional innovation ability. This paper not only enriches the talent training mode of economic statistics major, provides a solution to the problem of mismatch between the ability cultivation of professionals and the ability demand of enterprises and institutions, but also provides new ideas for the teaching reform of the cultivation of applied professionals in economics and management under the new situation, and is committed to enhancing the employment competitiveness of economic statistics graduates and providing a reference for the enhancement of the core competitiveness of other economics and management majors. It also provides a reference for improving the core competitiveness of other economic and management majors and has important theoretical and practical value for promoting the practice of the "New Economics and Management" strategy.

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