Explore the Applied Talents Cultivation Through the Multinational Corporate Management Curriculum Construction of Digital Informatization

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Under the rapid development of digital informatization, the construction of multinational corporate management curriculums faces new opportunities and challenges. This paper discusses the significance of the construction of the multinational corporate management curriculum in digital informatization and analyzes its influence on the cultivation of applied talents. Based on the curriculum system, teaching method, practice platform, teaching staff, and international cooperation five influencing factors, this paper puts forward the innovation and improvement of the curriculum system, creativity and practice of teaching methods, construction and utilization of the practice platform, strengthening and development of the teaching staff, and expansion and deepening of international cooperation strategies, to improve the multinational corporate management curriculum construction and cultivate applied talents with more competitive and innovative ability.

Keywords: digital informatization, multinational corporate management, curriculum construction, applied talents, influencing factors

Introduction

With the development of global economic integration and the rapid rise of digital information technology, multinational corporations have become important in promoting the development of the world's economy (Goulart, Liboni, & Cezarino, 2022). However, in the context of digital informatization, multinational corporations face unprecedented market changes and challenges, which require the management talents of multinational corporations to have a stronger global vision, innovation ability, and cross-cultural communication ability (Kaputa, Loučanová, & Tejerina-Gaite, 2022). Therefore, the significance of the construction of management curriculums for multinational corporations is becoming increasingly prominent in higher education. It is not only a key link to cultivate high-quality management talents but also an important way to meet the needs of the digital economy (Timotheou et al., 2023).

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Digital informatization is profoundly changing multinational corporations' operation and management modes. Applying cutting-edge technologies such as big data, cloud computing, and artificial intelligence enables multinational corporations to analyze market trends better, optimize resource allocation, and improve operational efficiency (Liao et al., 2022). However, these changes also put higher demands on multinational management talent. They not only need to master traditional management theory and practical knowledge but also have information literacy and innovation ability to adapt to the new challenges of digital informatization (Jiao et al., 2020).

Therefore, constructing a multinational corporate management curriculum must keep up with the pace of the times and constantly innovate and improve. To explore the applied talents cultivation through the multinational corporate management curricula construction in the digital informatization, we can cultivate more global vision, innovation ability, and cross-cultural communication ability of applied talents for multinational corporations in the sustainable development of the digital information age, which provides powerful talent guarantee.

The Significance of Applied Talents Cultivation Through the Multinational Corporate Management Curriculum Construction in Digital Informatization

In digital informatization, the importance of the management curriculum construction of multinational corporations is mainly reflected in two aspects. On the one hand, the development of digital informatization makes the market environment faced by multinational corporations more complex and changeable, which requires management talents to have stronger data analysis and decision-making ability (Mohamed Hashim, Tlemsani, & Matthews, 2022). Through the curriculum construction, we can integrate the relevant knowledge and skills of digital information into the teaching content to help students better adapt to this change (Haleem, Javaid, Qadri, & Suman, 2022). On the other hand, digital informatization also provides new opportunities for innovating the management curricula of multinational corporations. We can use big data, cloud computing, and other technical means to develop more efficient and convenient teaching methods and tools to improve the teaching effect and learning experience (Ma & Ding, 2022).

The Influence of Applied Talents Cultivation Through the Multinational Corporate Management Curriculum Construction in Digital Informatization

Under the rapid development of digital informatization, the construction curricula for multinational corporation management face unprecedented opportunities and challenges. To cultivate more applied talents to meet the needs of the digital information age, we must explore key influencing factors in the cultivation of applied talents in the construction of multinational corporate management curricula in the digital informatization.

Curriculum System

The multinational corporate management curriculum system must constantly be updated and improved regarding digital informatization. We must incorporate the relevant knowledge and skills of digital informatization into the curriculum system, such as data analysis, cloud computing, artificial intelligence, and other cutting-edge technologies (Gao, Lai, & Huang, 2021). We must also be concerned with the latest trends in the international market and adjust the curriculum content to ensure that students can master the latest management theory and practical skills. A comprehensive and feasible curriculum system can help students

better adapt to the needs of the digital information age and improve their employment competitiveness (Kaputa et al., 2022).

Teaching Methods

Digital informatization has changed the teaching method of multinational corporate management curricula. We can use big data and artificial intelligence technologies to develop more intelligent, personalized teaching tools and platforms. For example, online curriculum and virtual simulation experiments give students more convenient access to learning resources and practical opportunities (Ma, Dong, Zhang, & Xie, 2021). We can use data analysis technology to accurately evaluate students' learning behavior and effects and provide them with more targeted teaching guidance. An efficient and useful teaching method can stimulate students' interest in learning and creativity and improve their learning effect and practical ability (Liao et al., 2022).

Practice Platform

In digital informatization, the construction of the practice platform of a multinational corporate management curriculum is particularly important. We can cooperate with enterprises to jointly build a simulated practice platform or virtual reality environment for transnational operations so that students can conduct practical operations and decision-making exercises in the simulated transnational operation environment (Timotheou et al., 2023). Such a practice platform can help students better understand and master multinational corporations' operation mode and management skills and improve their practical ability and problem-solving abilities. Moreover, we can use digital information technology to provide real-time feedback and evaluation of student performance in the practice process to provide them with more accurate guidance (Zhang & Yu, 2021).

Teaching Staff

Digital informatization also puts forward new requirements for multinational corporate management curricula teachers. Teachers must constantly update their knowledge and skills structure and master the related technologies and tools of digital informatization. They also need stronger innovation ability and cross-cultural communication ability to adapt to the teaching needs of the digital information age (Haapaniemi, Venäläinen, Malin, & Palojoki, 2021). Therefore, we need to strengthen teachers' training and development support to improve their professional quality and teaching ability. Moreover, we can also invite entrepreneurs or experts with rich transnational business experience and digital information backgrounds to give lectures to provide students with more practical experience and industry insight (Dong, Wang, Yang, & Kurup, 2020).

International Cooperation

In digital informatization, multinational corporate management curricula' international cooperation is also particularly important. We can establish cooperative relations with well-known other institutions or multinational corporations and jointly carry out teaching and research projects or student exchange activities (Jiao et al., 2020). International cooperation and exchanges can provide students with more international vision and cross-cultural communication opportunities and help them better adapt to the global market environment. Moreover, we can introduce advanced teaching ideas and methods from other countries through international cooperation and exchanges to provide new ideas and directions for the innovation and development of the multinational corporate management curriculum (De Wit & Altbach, 2021).

The digital information situation has profoundly impacted the construction of multinational corporate management curricula and the cultivation of applied talents. By constantly updating and improving the curriculum system, with the introduction of cutting-edge technologies and international market dynamics, we can help students better adapt to the needs of the digital information age and improve their competitiveness in employment. Innovating teaching methods and establishing a practice platform also provide students with more convenient and efficient learning and practice opportunities, stimulating their interest in learning and creativity. In addition, the construction of the teaching staff and the expansion of international cooperation further enhance the teaching level and international influence of the multinational corporate management curriculum. To sum up, we must constantly innovate and improve the multinational corporate management curriculum construction in digital information to cultivate more applied talents with global vision, innovation ability, and cross-cultural communication ability.

Exploration of the Strategies of Applied Talents Cultivation Through the Multinational Corporate Management Curriculum Construction in Digital Informatization

Under the rapid development of digital informatization, multinational corporate management curriculum construction faces unprecedented opportunities and challenges. To better adapt to the trend of the times and cultivate more global vision, innovation ability, and cross-cultural communication ability of applied talents, higher education institutions need improve in many ways to construct multinational corporate management curricula in the digital informatization (Mohamed Hashim et al., 2022).

Innovation and Improvement of the Curriculum System

The multinational corporate management curriculum system needs to be continuously innovated and improved. The traditional curriculum system often focuses on the transmission of theoretical knowledge but ignores the cultivation of practical skills. However, in the digital information age, the multinational corporate management talents need to have stronger data analysis and decision-making ability to cope with the complex and changeable market environment (Zhang et al., 2024). Therefore, we must incorporate the relevant knowledge and skills of digital informatization into the curriculum system, such as data analysis, cloud computing, artificial intelligence, and other cutting-edge technologies. We must consider the latest trends in the international market and adjust the curriculum content to ensure that students can master the latest management theory and practical skills (Xu, Shi, Xiao, & Zhang, 2021).

We can take a series of measures. First, we can invite multinational managers with rich practical experience to participate in designing and optimizing the curriculum system to ensure that the curriculum content is closely linked to the actual work needs. Secondly, we can use digital information technology to develop more intelligent and personalized teaching tools and platforms and provide students with more diversified learning resources and practice opportunities. Finally, we can establish a curriculum feedback mechanism to regularly collect opinions and suggestions from students and teachers to improve and optimize the curriculum system continuously (Mohamed Hashim et al., 2022).

Creativity and Practice of Teaching Methods

Digital informatization has brought new changes to the teaching method of management curricula of multinational corporations. Traditional teaching methods often rely on teachers' teaching and students' passive acceptance while ignoring students' learning initiative and creativity (Liu, Tretyakova, Fedorov, &

Kharakhordina, 2020). However, we must pay attention to students' learning experiences and teaching effects in the digital informatization. Therefore, we must use big data and artificial intelligence technologies to develop more intelligent and personalized teaching tools and platforms (Garzón Artacho et al., 2020).

For example, we can use online curricula, virtual simulation experiments, and other ways to provide students with more convenient learning resources and practice opportunities. Through the online curriculum, students can study independently anytime and anywhere and choose suitable learning content according to their learning progress and needs. The virtual simulation experiment can help students understand better, master the operation mode and management skills of multinational corporations, and improve their practical and problem-solving abilities. Furthermore, we can use data analysis technology to accurately evaluate students' learning behavior and effects and provide them with more targeted teaching guidance (Timotheou et al., 2023).

Construction and Utilization of the Practice Platform

The construction of the practice platform of a multinational corporate management curriculum is particularly important. Traditional practice methods often focus on students' self-exploration and trial and error but need more attention and pertinence (Tang, 2022). However, we must concern to cultivate students' practical and problem-solving abilities in the digital informatization. Therefore, we must cooperate with enterprises to jointly build a simulation practice platform or virtual reality environment for transnational operations (Tang, 2022).

Through the simulated practice platform, students can more truly feel multinational corporations' operating environment and management challenges and conduct practical operations and decision-making drills. Such a practice style can help students understand better, master the operation model and management skills of multinational corporations, and improve their practical and problem-solving abilities (Kaputa et al., 2022). Moreover, we can use digital information technology to provide real-time feedback and evaluation of student performance in the practice process to provide them with more accurate guidance. In addition, we can encourage students to participate in practical projects or case studies of multinational corporations so that they can constantly exercise and improve their abilities in practice (Jiao et al., 2020).

Strengthening and Development of the Teaching Staff

Digital informatization also puts forward new requirements for multinational corporate management curricula teachers. Traditional teachers often focus on teachers' academic background and teaching experience while ignoring teachers' practical and innovative abilities (Liu & He, 2021). However, we must consider to improve teachers' professional quality and teaching ability in the digital informatization. Therefore, we need to strengthen our teachers' training and development support.

Such we can regularly organize teachers to attend training and seminars on digital information technology so that they can master the latest technical tools and teaching methods. Secondly, we can encourage teachers to participate in actual projects or case studies of multinational corporations to improve their practical ability and industry insight (Fitria & Suminah, 2020). Finally, we can establish a teacher incentive mechanism to encourage teachers to innovate and practice in teaching and research to improve their teaching level and academic influence. By constructing such teachers, we can provide better quality teaching resources and services for the multinational corporate management curriculum (Kaputa et al., 2022).

Expansion and Deepening of International Cooperation

The international cooperation of multinational corporate management curricula is also particularly significant. Traditional international cooperation often focusses on academic exchange and visits between

teachers and students, but more in-depth cooperation and project research are needed (Qian, 2024). However, we need to concern to expand and deepen international cooperation and exchanges, introduce advanced foreign teaching ideas and methods, and provide new ideas and direction for the innovation and development of the multinational corporate management curriculum in the digital information age (De Wit & Altbach, 2021).

In this point, we can take a series of measures. First, we can establish cooperative relations with well-known institutions or multinational corporations and jointly conduct teaching and research projects or student exchange activities. Through cooperative research projects, we can introduce advanced teaching methods and provide new ideas for innovating the multinational corporate management curricula. The student exchange activities can provide students with more international vision and cross-cultural communication opportunities and help them better adapt to the global market environment (Haleem et al., 2022). Secondly, we can organize teachers to participate in international academic conferences and exchanges, to discuss with outstanding scholars and experts to improve our academic level and international influence. Finally, we can also encourage students to participate in international internship programs or volunteer service activities of multinational corporations to exercise and improve their cross-cultural communication skills and global vision in practice (Basilotta-Gómez-Pablos, Matarranz, Casado-Aranda, & Otto, 2022).

In summary, under the rapid development of digital informatization, constructing multinational corporate management curricula offers unprecedented opportunities and challenges. To better adapt to the trend of the times and cultivate more global vision, innovation ability, and cross-cultural communication ability of applied talents, through the innovation and improvement of the curriculum system, creativity and practice of teaching methods, construction and utilization of the practice platform, strengthening and development of the teaching staff, and expansion and deepening of international cooperation, we have injected new vitality into the constructing and development of multinational corporate management curriculum and provided a more solid foundation for the cultivation of applied talents.

Conclusion

Under the rapid development of digital informatization, the construction of the multinational corporate management curriculum is facing unprecedented opportunities and challenges. The analysis explored the five key factors of constructing the multinational corporate management curriculum: curriculum system, teaching method, practice platform, teaching staff, and international cooperation. To better adapt to the trends of the times and cultivate more applied talents with global vision, innovation ability, and cross-cultural communication ability, we need innovative and improved curriculum system, creativity and practice of teaching methods, construction and utilization of the practice platform, strengthening and development of the teaching staff, and expansion and deepening of international cooperation. Through these efforts, we can inject new vitality into developing the multinational corporate management curriculum and provide a solid foundation for cultivating applied talents.

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Authors' Contributions

Lihong Xu and Xiaojun Ke: conceptualization, writing-original draft, English polishing, validation.

Lei Tao, Kaihao Lin, and Aijie Wang: writing-review & editing, formal analysis, validation, project administration.

Ethics

The article presents original content that has not been published elsewhere. The corresponding author confirms that all co-authors have reviewed the manuscript and that it does not raise any ethical concerns.

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