THE REFORMATIONAL IMPACT OF ARTIFICIAL INTELLIGENCE ON BUSINESS EDUCATION

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Abstract: With the popularization of artificial intelligence and the Internet, the operation mode of enterprises in the market economy has also changed, and more stringent requirements are put forward for the recruitment of talents. However, under the traditional business education model, there are still problems such as lack of correlation between theory and practice, lack of comprehensiveness in personnel training, and inability to cross and compound among disciplines, resulting in weak innovation and low interest in business among students with backward teaching methods. Artificial intelligence technology has ushered in new opportunities and challenges for traditional education. A large number of basic management work has been replaced by intelligent and information-based programs. Empowering the education field with artificial intelligence is the essence of the educational reform of The Times. Traditional business students need to learn knowledge other than business to guide practice. In order to meet the market demand, colleges and universities urgently need to use new technologies to reform business education and cultivate composite business talents who are proficient in Internet, artificial intelligence, computer and other technologies for the economy and society. In response to these problems, this paper discusses the impact of artificial intelligence on the reform of business education in the new era and new technology from the aspects of school-enterprise cooperation, teacher-student interaction, interaction between business and other majors, and practical-theory association.
Keywords: Artificial intelligence; Business education; Reformation

1 INTRODUCTION

Artificial Intelligence (AI) is a hot topic in the field of science and technology, and its rapid development and wide application are having a profound impact on the global economy, science and technology, culture and society. In the field of business education, the introduction of AI not only changes the traditional teaching methods, but also provides a new opportunity for the reform of business education. As a landmark technology of the fourth Industrial Revolution, artificial intelligence is deeply affecting all aspects of social change. From intelligent identification and processing technology to the wide application of intelligent robots, further liberation and development of productive forces, and promote human society into the intelligent era of man-machine collaboration, cross-border integration, co-creation and sharing [1]. With the rapid advancement of artificial intelligence (AI) technology, we stand on the threshold of a new era, one defined by data-driven, intelligent decision-making and automated processes. AI has not only changed the way we live, it has also profoundly affected the way the business world operates. In this context, business education - the cradle of future business leaders - is facing unprecedented challenges and opportunities. This paper aims to review the problems faced by traditional business education in the new era and the impact of artificial intelligence on the reform of business education.

2 LITERATURE REVIEW

2.1 Research Background

The rapid development of artificial intelligence is changing the business model of all walks of life, from intelligent manufacturing to intelligent factories, from marketing management to risk prediction, from medical treatment to finance, all reflect the penetration and transformation of AI on all aspects of society. This all-round impact on society is gradually requiring students under modern business education not only to learn the basic theoretical knowledge of business in class, but also to learn the basic theoretical knowledge of business. They are also required to actively use theoretical knowledge for enterprise management and application of suggestions, but also required to learn to cultivate business talents can grasp the development trend of business in the new era of scientific and technological revolution, learn to use models to analyze problems and propose solutions.

The extensive application of AI technology has also increased the requirements of enterprises to recruit employees and schools to export talents to society. Traditional business education often focuses on basic business knowledge such as marketing, financial management and human resource management, and the understanding of AI technology is still at the superficial stage. Students understand how business models are built and operated, but they have little understanding of how AI technology can be skillfully integrated to drive business innovation and growth. The ability of employees should be improved in the ever-changing market, and many mechanized, low-technology and high-repetitive labor positions will be eliminated. What enterprises really need is talents who can put forward constructive suggestions for the development and operation of enterprises while consolidating the theoretical foundation. Is able to master the

Internet, computer and mathematical knowledge to analyze the company's vulnerabilities, crises and give solutions to the inter-disciplinary talents. This requires business education to focus on students' innovative thinking, critical thinking and data-driven decision-making ability to propose teaching reforms and complete the transformation from "understanding AI" to "applying AI".

2.2 Research Significance

Artificial intelligence has given education the opportunity for innovation and reform in a new era, and the possibility of business education reform has been made possible by the computing power that surpasses human brain computing to deal with complex problems. With the gradual popularization of "Internet + artificial intelligence" technology and the continuous expansion of application scope, the field of education has also ushered in unprecedented opportunities for change. Schools should actively embrace this wave of technology and introduce artificial intelligence into teaching work to change the traditional teaching mode and method. At the same time, the demand of the enterprise for talents with AI ability is also increasing, which requires us to pay attention to the training of students' practical operation ability in big data analysis, AI cloud computing and other aspects in the education process to meet the needs of the market. The global development of artificial intelligence has promoted the internationalization of business education. Through AI technology, business students can more easily access international business information and resources, and broaden their international horizons. In addition, AI can also provide cross-border teaching cooperation and resource sharing opportunities for business education. These all reveal the penetration and influence of AI on all aspects of education, so it is necessary to discuss the reform of artificial intelligence on business education.

3 THE PROBLEMS FACED BY THE TRADITIONAL BUSINESS EDUCATION MODE

3.1 The Mode of Education is Backward and the Concept of Traditional Business Education is Conservative

After decades of development of our country's business education, it has sent a large number of economic and management talents to society, and has made remarkable achievements. But the shortcomings are obvious. Within the framework of traditional business education, teachers are often limited to the teaching of book knowledge, and overemphasize the importance of final score, taking the score as the first and only criterion for measuring students' ability. This strong utilitarian color not only deviates from the essence of learning, but also creates a learning atmosphere of achievement first. In this climate, students gradually regard the pursuit of high scores as the only goal of learning, ignoring the fun of exploring knowledge itself, and ignoring the opportunity to interact with teachers in class. In this climate, students gradually regard the pursuit of high scores as the only goal of learning, ignoring the fun of exploring knowledge itself, and ignoring the valuable interaction opportunities with teachers in the classroom.

In such an atmosphere, students' understanding of business knowledge often stays on the surface, and it is difficult to touch its essence. Therefore, students have only a partial understanding of business knowledge in class, but have no idea where it comes from practice. On the other hand, teachers also face many challenges in the teaching process, and neglect the cultivation of students' practical ability; At the same time, limited by the shortage of teaching equipment and test sites as well as the lag of their own knowledge update, they often find it difficult to effectively guide students to apply the knowledge they have learned to practical situations. Under such circumstances, the cultivated students lack the ability to conduct in-depth analysis of enterprise cases and make strategic decisions. Once the teaching focus is excessively inclined to teachers, it is easy to ignore the participation and initiative of students, resulting in students becoming passive recipients and lacking the ability to think independently and solve problems. At the same time, if the curriculum design is too rigid, and the curriculum system focuses on traditional exam-oriented exams and tests, it will be difficult for students to participate in the curriculum, and it will be difficult to develop their learning interests and potential [2].

3.2 Disciplines can not Cross Compound, Organically Linked

At present, the business courses of the school are still limited to the knowledge of their own profession, completely failing to keep up with the pace of the digital economy era, and the knowledge system is increasingly obsolete, and it will gradually be eliminated by the market. In the face of the crisis of marginalization of business education, the emergence of AI has illuminated the brilliance of business combined with other disciplines. The infinite computing power of AI compared with human brain makes it possible for other science and engineering knowledge to cross business disciplines to improve the knowledge system. In the past, business students were not familiar with computer programs, Internet technology, mathematics and other majors, but AI can find the most suitable resources for students to start learning on the network according to the algorithm. For example, the breakeven point analysis and cost-volume-profit analysis of economics, the diminishing marginal benefit law model of microeconomics of finance, the IS-LM model and AD-AS model of macroeconomics all need the algorithm assistance of computer programs and data verification to achieve perfection. The separation between disciplines makes business students always unable to get rid of the tedious work of pure manual calculation and ruler drawing, and waste a lot of time and energy on this basis. For example, the marketing major needs psychological theories to help study the impact of the company's products and strategies on consumer psychology, motivation, emotion, etc. It also needs reasonable application of economic law, tax

law and other legal tools to help the company formulate reasonable tax avoidance measures and tax payment mechanisms. However, college education does not implement computer programming and psychology courses into the process of students studying business.

After the theory of business is taught in class, it is necessary to collect the most cutting-edge, reliable and realistic corporate financial data and annual report information to understand the challenges faced by the enterprise in the face of cash flow, social responsibility information disclosure and strategic risk decision-making.

3.3 It is not Highly Relevant to Society and cannot Guide Practice

Business has a strong practical nature, is to pay attention to the management, economics and other experience directly to the enterprise strategic decision-making discipline. However, at present, e-commerce, accounting registration, business model establishment, etc. are subject to the lack of practical training equipment and teaching venues, and can not provide advanced theoretical system for enterprises in time. The limitation of teaching space mainly lies in the fact that colleges and universities pay too much attention to classroom teaching, leaving little space for students to freely exert their imagination and initiative. Moreover, they have not established a platform for information sharing and technical exchange with enterprises. Students' knowledge and skills learned in class are mainly used in performance assessment and examination arrangement, and they are bound to repeatedly study the written culture. It is separated from the requirements of enterprises for talents; The backwardness of practical training equipment is mainly due to the aging and too serious depreciation of equipment. Without the information and digital technology into the teaching system, students cannot have an immersive feeling of its source, principle and internal logic when acquiring knowledge, and cannot resonate with the content taught by teachers. This is a common problem in business administration majors, which tend to focus too much on theoretical knowledge and not enough on practical experience. This situation can result in students lacking the necessary practical skills and experience to face serious career challenges after graduation. In terms of teaching methods, some colleges and universities still adopt the traditional teaching mode, focusing on classroom teaching and book knowledge transfer, and less emphasis on actual case analysis and practical projects [2].

3.4 Research Theory Lags Behind, can not Cultivate Innovative Talents

Business education in colleges and universities is usually supported by the management experience of large enterprises in the past, and there is a lack of research on the impact of new technologies on the market. These business majors can hardly get around the knowledge framework of predecessors, and they are all building blocks on the inherent theoretical basis. The main reason is that the relevant teaching content has not been updated in time to adapt to the development of scientific research. Especially with the rapid development of artificial intelligence technology [3].

Although the successful development path of enterprises has verified the correctness of management theory, the economic models and business models used by traditional business studies are outdated to some extent, while the market economy is constantly developing. The third scientific and technological revolution and information technology have laid the foundation for industrial globalization and subverted the rules of many industries. In particular, enterprises in the electronic communication industry and new energy industry have overturned the previous law of market development, and business science, as an indispensable discipline in the economy and society, naturally will not be excluded, but also introduce new technologies into their own development. Traditional business education pays too much attention to the strategic planning and development policies of large mature enterprises, which is bound to ignore the advantages of small and medium-sized enterprises in emerging industries in the rise, which is the reservoir of new points of business innovation. In addition, the current teaching style that is more rigid and focuses too much on theoretical research makes students unable to focus on the current data research of start-Up enterprises, which further restricts students' innovation ability (Figure 1).
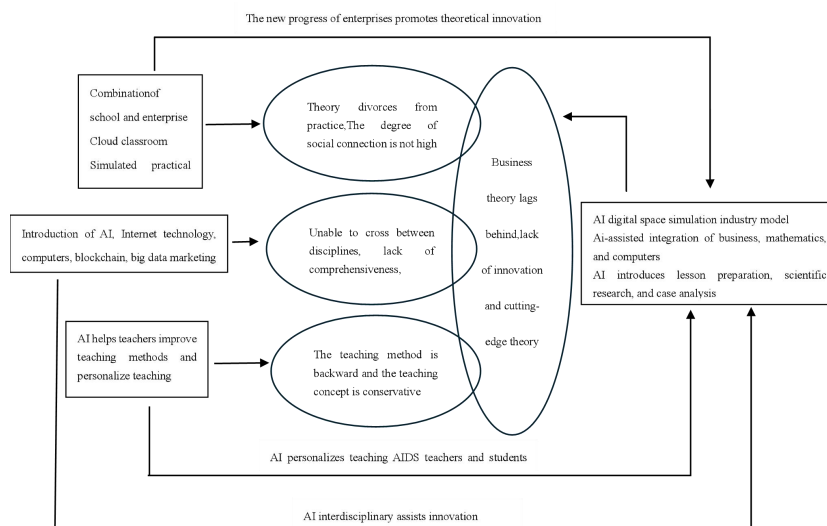
4 THE REFORM OF NEW BUSINESS EDUCATION MODE BY ARTIFICIAL INTELLIGENCE "TRIPARTITE + FOUR JOINT"

4.1 The Reform of Teaching Methods by Artificial Intelligence

4.1.1 Reconstruct the framework of knowledge network
After the introduction of intelligent technology, the teacher uses artificial intelligence to prepare a knowledge network framework for the content of each class, and AI will take the initiative to explain and comment on the side, and AI can help students to link together the context related to the knowledge point for consolidation. When preparing lessons, teachers often ignore students' unfamiliar knowledge system, teaching between chapters is often jumping and fragmented, AI will assist teachers to arrange and combine fragmented knowledge points. When teachers prepare lessons, AI will first divide the "aircraft carrier" knowledge system with huge content into "parts" knowledge slices for students to preview, arrange and combine in a network structure. If the teaching order is consistent, the students will be orderly when listening to the lesson and explain it more vividly.

AI itself is a master of many disciplines and technologies, with a strong interdisciplinary and cross-professional color. It supplements teachers' knowledge blind areas of other science and technology disciplines, adds Internet technology and mathematical modeling, and helps teachers further expand their own knowledge scope and improve their ability to cross-research and solve practical problems with other disciplines.

4.1.2 Create a multimedia classroom for teacher-student interaction
In order to improve the teaching quality, the school builds a comprehensive, scientific and digital multimedia classroom, which is convenient for students to choose teaching programs that meet their own special needs. In the intelligent classroom, students' mobile phones and tablets can be connected with intelligent terminals in the classroom, and the scene of a meeting of corporate executives can be simulated when discussing enterprise cases. Students can use mobile terminals to link to online classes, and click on relevant knowledge points according to personal needs. AI will collect and integrate constructive opinions, speeches and votes of students as virtual identities, combine concrete group discussions and abstract enterprise meetings, and match limited classes with unlimited algorithm programs. Closer to the course conference and more distant macro business economics fit.

The application of "Internet +" artificial intelligence is an important measure to create an intelligent education environment. Based on cloud computing technology, big data technology and basic network teaching facilities, it can create a high-end new classroom, which is an upgrade and update of the previous multimedia classroom and network classroom. There are a variety of intelligent devices in this education environment, and students can easily access learning resources. Teachers can effectively carry out interactive classroom [4]. Multimedia classrooms are mainly used in offline classes to provide assistance for teacher-student interaction. In class, teachers cannot pay attention to the needs of each student, so AI is needed to explain and note the in-class exercises of students. It can analyze the weak points and error-prone trends of individual students according to their problem-solving time and the overall error rate of their exercises. Judge the students' mastery of various knowledge points. Based on this, AI can automatically push relevant resources and links on the network for students to learn. Finally, the results of each class are generated and included in the learning system, which is convenient for teachers to score and included in the usual grades.

4.1.3 Industrial Spatial Dynamic Simulation
The most important reform of AI in business education is to put the simulated reality of the enterprise industry into the practice of students. Although students cannot directly participate in enterprise projects, AI will intuitively present industrial problems encountered by enterprises in front of students. Students can exert their own initiative in AI digital space to think about specific schemes, make bold assumptions, investigate and question, and carefully collect evidence, and finally test the authenticity in the model, and provide opportunities for speech sharing and operation drills. In the industrial space provided by AI, students discuss in groups, complement each other in thinking, draw conclusions, and evaluate each other's results. Every student takes the initiative to participate in class discussion and activities. The introduction of industrial projects is crucial to the training of students' vocational skills in the future, which greatly improves students' hands-on practice ability and teamwork ability.The enterprise industrial space can be improved through the experimental site of the school, and AI can absorb the essence of the common ideas of many teachers and students, and the innovation of its ideas can enable enterprise executives to provide enlightenment on the loopholes and shortcomings of their own departments in reality. Enterprises use the practical training field provided by AI in colleges and universities as the market, and take students as the market purchase object as the test base for their own simulation product production, economic order quantity model and organizational structure reform, etc., and analyze the rationality of their product market strategies through questionnaire survey of students, cloud classroom interview and AI collection of opinions. Integrate the latest research results of universities into the practice of enterprise management (Figure 2).
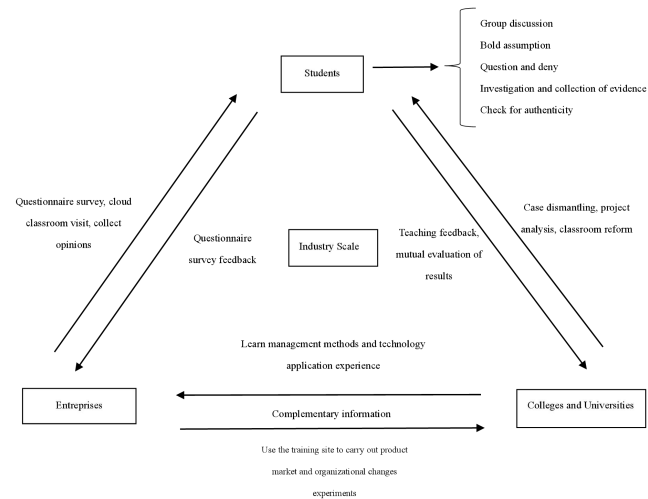
Figure 2 The Interaction of Students, Schools and Enterprises in Industrial Spatial Dynamic Simulation

4.2 AI Combines Four Aspects of Business Teaching and Learning Reform Targets

4.2.1 AI brings teachers and students together(teacher-student interaction)

With the assistance of AI, teachers can improve their teaching methods in three stages, namely pre-class preview, classroom study and after-class review, improve classroom efficiency, and help students establish interest in learning business.

4.2.1.1 Preview before class

AI can automatically generate relevant pictures and find network resources for each section and difficulty. It can use algorithms to quickly find relevant enterprise cases according to the teacher's personal needs for lesson preparation, and supplement the teacher's missing points and thinking dead spots to improve the readability of its own content, greatly improve the teacher's lesson preparation efficiency and save time. AI can use algorithms to sort out and reconstruct the knowledge structure of various aspects of the corporate strategic pipeline, integrate it into the knowledge graph, simplify the complex knowledge and break it into pieces, and greatly reduce the threshold for business students to learn corporate strategy and market economy.

When students preview before class, they can use AI to reflect their personalized learning needs and present their doubts about specific knowledge points to the teacher through AI report. The teacher can then focus on the knowledge points that are difficult for students to understand in class according to the analysis of the difficulty degree of students' knowledge summarized by AI.

4.2.1.2 Classroom learning

The role of AI in classroom learning can be divided into three aspects: "task supervision", "performance feedback" and "simulated practical training", and the trinity can make the teacher's teaching quality improve quickly. In line with the educational concept of "student-centered", in accordance with the set reform goals, the original teaching content of "Embedded System and Application" course is reformed according to the level and ability of existing students, and embedded artificial intelligence research platform is adopted, combined with machine learning and machine vision, so as to facilitate students to study, sort out, practice and discuss artificial intelligence research knowledge. And carry out further study and communication with teachers and students with questions and doubts [5].

(1) Task supervision

In class, AI will extract students' learning status in real-time monitoring. After linking with the teacher's computer terminal, AI will timely update the investigation report of students' learning status in class and remind the teacher. In the classroom, teachers also get rid of the cumbersome and rigid problems caused by traditional paper homework, and directly send in-class homework to each student by AI and urge students to complete it in time. The cloud classroom will record students' study time and answer time, and if necessary, it can remind students of unfinished study tasks through software such as MOOC China University MOOCs and Super Star Learning Pass. Under the background of "Internet +", the teaching mode of business shows a diversified, personalized and intelligent development trend. It is necessary to actively promote online and offline mixed teaching, and use digital teaching resources such as MOOCs, micro-lessons, and virtual simulation to provide students with a richer and more flexible learning experience. Online teaching breaks through the limitation of time and space, and students can arrange their own learning time and content according to their own characteristics and learning progress [6].

(2) Grade feedback

When the students finish the exercises in class, the AI summarizes the error rate and stay time of each student in each option and answer area, and the degree of difference in the selection of options before and after, so as to obtain the score report of which link the student has a high error rate and takes a long time, and which knowledge point is the weak link, and calculates the best learning plan for the student. In the cloud classroom, the robot will randomly assign the homework completed by students to others for correction, so that students can have a certain understanding of others'

learning advantages, improve their own shortcomings, promote the atmosphere of mutual learning in the class, and improve students' consciousness of learning. In theory classes, each section has a corresponding classroom case discussion workbook, and students are divided into groups according to the principle of inter-group homogeneity and intra-group heterogeneity, so as to ensure that students in each group have similar learning levels and drive each other within the group. The first part of the workbook is the basic knowledge questions, which are discussed and answered by students in groups. The purpose is to help students sort out knowledge points. Then, the teacher summarizes and compares the knowledge points to help students understand the basic knowledge [7].

(3) Simulated practical training

Apart from fostering students' abilities to think independently and absorb knowledge points, business education also needs to cultivate their ability to work in teams. The most crucial aspect of classroom learning is simulation training, which is the best way for business students to apply what they have learned into practice.

The industrial space of enterprises will be presented to students completely and accurately through AI in the classroom, where students can apply their knowledge learned in class in a virtual industrial space, especially by putting economic models and mathematical modeling into the digital space to see if they can be verified. AI will construct a huge industrial space online, where multiple market participants such as suppliers, distributors, operators, competitors, and complementary enterprises will be generated internally. The teacher will arrange group assignments based on the number of students, and each group can correspond to a department within the enterprise. Subsequently, the teacher will simulate crises brought to the enterprise by the market through AI and assign tasks, such as competitors' substitutes occupying our market, the impact of interest rate cuts or hikes in monetary policy by the central bank under the macroeconomic environment, overstaffing, redundant institutions, broken capital chains, and failures or rigidification of administrative supervision systems within the enterprise. This provides a platform for students to consider how to flexibly apply knowledge in the classroom. Students will develop corresponding strategies according to the functions of different departments, brainstorm ideas collectively, present their thoughts within the group, and use mobile terminals to record and exchange insights with other group members. Within the industrial space, different groups have different divisions of labor. For example, the group playing the role of the personnel department will formulate strategies for personnel changes and position adjustments, the group acting as the financial department will use AI to inspect cash flow and audit financial statements, the group representing the supervisory department will conduct a comprehensive review of the entire system, and the group portraying the research and development department will use their own data models to calculate the most suitable production plan and utilize cost-volume-profit analysis, Excel, Access databases, and other software to calculate the optimal economic order quantity. In this way, each group and each student can actively participate in classroom activities, with AI simulating the plans they have formulated and testing their effectiveness and feasibility. In this process, students can not only train their abilities to solve practical problems with theories and deepen their understanding of models and tools, but also cultivate their spirit of teamwork, which is of great significance to their future scientific research work.

The teacher introduces real problems in the industry, answers the questions raised by the students in the pre-class review, and guides the students to apply theoretical knowledge and model tools to identify and analyze the problems in the case, and to find a suitable perspective for case dismantling [8]. AI provides students with feedback quickly based on its powerful algorithms and digital space, and the teacher will also receive feedback from AI on the degree of students' mastery of classroom knowledge based on the verification results of each group and student model, thereby providing appropriate explanations. The teacher can even improve their teaching curriculum based on the results of classroom AI simulations, incorporating students' innovative ideas and excellent thoughts to enhance their scientific research achievements.

4.2.1.3 After-school review

The teacher assigns homework in the cloud classroom and urges the students to complete it within the prescribed time and correct it online. Different from the manual grading of paper exercises in the past, AI will complete the grading automation according to the teacher's answers and make a distribution diagram of the error rate of question types, analyze the difficulties that students need to focus on to break through, and automatically generate a grade report. The teacher only needs to score according to the feedback of the class performance and exercise results, which greatly saves the teacher's time. So that teachers can put more energy on how to improve the quality of the classroom and promote scientific research work. After completing the correction, the AI reminds the teacher which aspects of the lecture are inadequate, and should add appropriate vivid pictures, videos and tables to improve the interest of the class, so as to cultivate students' interest in the business class. AI will develop the latest business theories for students on the basis of homework correction after class, on which students can understand the current situation of the industry, expand their knowledge, and cultivate their ability to think independently. In addition, the digital space of AI provides opportunities for students to consolidate after class. Students can simulate the role in the classroom again in the digital space, get familiar with the application of business models and management tools, and improve students' scientific research ability. The application of artificial intelligence technology can make the evaluation result more accurate and objective. The traditional educational evaluation method is easy to be limited by the inconsistency of subjective evaluation and scoring standards, which leads to the unfair and inaccurate evaluation results. With artificial intelligence technology, objective and standardized evaluation methods can be established. For example, through the automatic marking system, students' assignments and test answers can be assessed quickly and accurately, eliminating the influence of subjective factors on performance assessment [9].

4.2.2 AI combines business with other disciplines (interdisciplinary)

4.2.2.1 Teachers integrate business with other disciplines to improve the quality of education and scientific research

When teaching courses and scientific research, teachers also have some problems in not knowing about other business majors, unable to combine their own knowledge with technological changes in the new era, unable to master the use of information technology in class, and unable to efficiently transfer the research content to students. However, in view of the separation between business and other science and engineering teaching, the school can use AI to collect most of the books and documents in the school, and AI will self-classify the contents of the documents for interpretation. For the documents needed by the reader, AI can quickly find relevant contents for readers to study. Even business learners who have little experience in other science and engineering fields can quickly capture the library's mainland information and conduct self-research.

In addition, teachers are not limited to the data and documents of their own department and school, but can also search for new technologies and cutting-edge theories related to their major on the whole network through AI to improve their course teaching, such as learning how cloud computing can organize the management decisions and calculation product models of enterprises in practice, and using computer programs to analyze the cash flow and other financial conditions of enterprises. How to add animation and related videos in courseware to enhance the learnability and interest of my own teaching. In this way, AI has pushed the boundaries of business and other disciplines, allowing teachers to expand their knowledge in lesson preparation, lectures, and research.

4.2.2.2 Students will combine business knowledge with computer and automation to improve their overall quality

At this stage, enterprises need comprehensive talents who can flexibly use computer, Internet and cloud computing technology to find organizational vulnerabilities and weaknesses, analyze the current problems and crises of enterprises, and put forward efficient solutions. Multi-disciplinary integration to cultivate compound talents. Nowadays, the development of science and technology and digital economy has promoted the reform and change of business education, and the talent demand of enterprises and society has also changed. For example, artificial intelligence technology and financial accounting need to be deeply integrated, and the teaching concept of advanced financial accounting course should also be updated in time [7]. The emergence of AI can enable students to break the shackle of their vision of the major and expand their understanding of other majors. Before learning this professional knowledge, students can search for the basic knowledge framework of this class in AI, and complete a general understanding of each knowledge point through the preliminary explanation of AI. AI can provide pre-class reference literature and other related professional knowledge. In the past paper version of these majors, which are close to or far from business, students often need to consult a lot of books and literature to complete the basic dable. but AI can complete the collection and sorting of the entire business majors in tens or even a few seconds. It greatly improves students' self-learning ability and information collection ability, and expands students' knowledge range.

4.2.3 AI will unite schools, enterprises and society (integration of industry and education)

4.2.3.1 "Cloud Classroom + Artificial Intelligence" benefits teachers and students

The school carries out cloud classes, inviting relevant entrepreneurs, company executives and social figures to give lectures, bringing the latest cutting-edge theories of business in enterprises to researchers and students in colleges and universities. In the cloud class, students can systematically register for online symposia through the school network, and speak freely in the class, ask enterprise executives for experience and insights, and ask about the current industry market situation, the enterprise's response measures when encountering risks and the theory summarized after overcoming the crisis. AI can be used as a small assistant and host in the class to arrange the whole process of lectures. Collect the questions raised by the students and give them back to the guests, and organize the speeches for notes after the lecture. "Cloud classroom + artificial intelligence" breaks the restrictions of traditional teaching equipment and venues, the school can also set up a question and answer session outside the cloud classroom for several hours, and use AI to collect and analyze the content of the cloud class guests included in the system, and then intelligently answer the questions of the students who did not listen to the lecture or did not know much about the lecture, which can save the time of the guests to the greatest extent. An online course can accommodate thousands of people or even all teachers and students to participate in, not only for the students of the major to participate in the interaction, but also for students of other majors to listen to the lecture, which facilitates the mobile learning between different majors.

4.2.3.2 AI promotes the sharing of resources and information between schools and enterprises

At the same time, AI also provides a convenient channel for academic and technical exchanges between enterprises and schools, so that the resources and platforms of schools and enterprises can complement each other. The school can obtain advanced experience in organization management, technology application, resource integration and other aspects from the enterprise, integrate it into teaching practice through AI information processing, and feedback the results of teaching discussions to the enterprise. In the virtual space of AI, the enterprise can experiment on the reform strategy implemented within the organization by taking itself as the experimental object. Verify the effectiveness of the company's reform policy. In this way, schools and enterprises can form a symbiotic relationship between mutual inspiration, mutual learning, mutual learning, conducive to schools at any time to learn innovative points and advanced theories, but also conducive to enterprises to call on the university system, scientific management methods to solve their own problems. Exploration of school-enterprise cooperation mode based on "integration of production and education". Carry out the "order-type" talent training mode with enterprises, jointly establish the practice base of integration of industry and education, formulate corresponding training programs, strengthen the cultivation of students' practical ability with characteristics, and shorten the distance between the school's talent training and the needs of enterprises. The "new business" education model requires teachers to have practical experience. Practical teaching involves some simulated practical training, and teachers need to guide students to participate in off-campus practice, so there are high

requirements for teachers' practical ability, innovation ability and professional level [10].

4.2.4 AI combines practice and theory

The combination of practice and theory produces the ultimate goal based on the foundation of the first three aspects. The near infinite digital space of AI provides a stage for students to be unrestrained and brainstorm. In the interaction between teachers and students, AI can combine the ideas of students and teachers to give the test results and score feedback of this class. Students can apply what they have learned to economic models and business models to a large extent through the digital space constructed by AI. Enable students to think about the problems encountered in the management of enterprises in reality. Then, from online and offline classroom learning to the combination of different majors, compared with the traditional education of business theory can not be directly applied to practice, the introduction of AI allows mathematics, computer and other majors to improve the overall knowledge framework of business knowledge, and can well cross business knowledge points and find innovative points. Science and technology knowledge is used to solve the problem that business is difficult to innovate, and the quality of teaching and scientific research is improved through the combination of different majors, so that business can shine through the professional field of science and technology. Finally, from the professional level to the school and social level, the integration of industry and education Bridges the resource sharing and information exchange between schools and enterprises. Enterprises can use the teachers, students and sites of schools to simulate the product market environment and conduct questionnaires for verification. Schools can use the cloud classroom provided by AI to introduce the latest financial and management theories of enterprises to reform their own education courses, and learn from the enterprise's experience in technology application and research and development management to improve their own teaching management system, so as to educate students more efficiently and conveniently. The final evaluation criteria for the three aspects of teacher-student interaction, interdisciplinary, and production-education integration is whether AI can combine theory with practice.
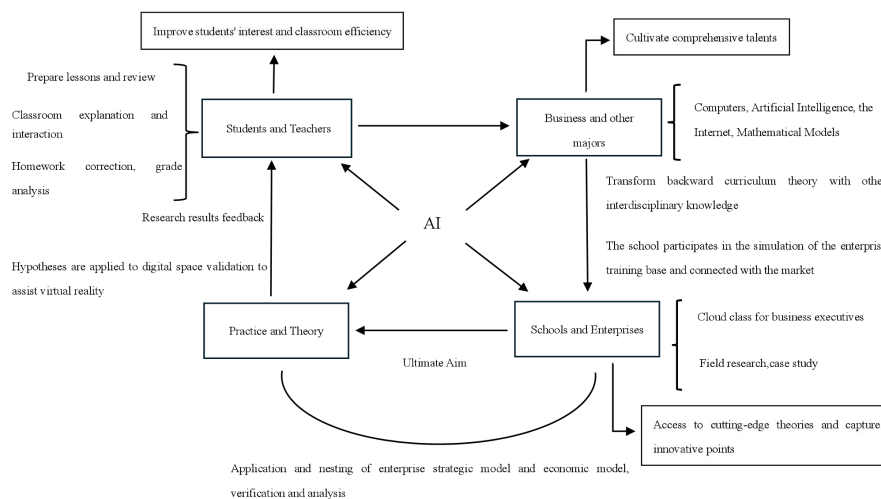
Figure 3 The Influences and Functions of Artificial Intelligence in the "Four Joints"

5 CONCLUSION

The emergence, promotion and application of artificial intelligence provide a feasible plan for the priority development of education and the goal of scientific and technological self-reliance in China. The arrival of AI intelligence is not an alternative or even subversive denial of business, but an iteration and upgrade. It not only requires students to have a thorough understanding of the basic principles and knowledge points of business, but also requires them to master computer technology and flexibly use Internet data to put forward insights into the strategy of actual operation of enterprises, and learn to use artificial intelligence to analyze problems and make decisions. To a certain extent, the use of AI has broken the dilemma of weak connection between theory and practice in traditional business, broadened the horizon for the high-quality reform of business education in China, and broadened the development track. It can not only closely link business, science and engineering, but also open the field of innovation. It can also transport a batch of comprehensive business talents who can skillfully use computer, cloud computing, Internet and other technologies for the society. It is an inevitable trend for universities to put AI into the reform of business education in the new era, and schools must play the role of overall understanding and coordination of all parties, and integrate big data into the reform of business education. In addition, schools should start from each school and department, organize teachers who teach traditional economic and management knowledge to strengthen the study of AI application, and then teach students how to blend knowledge between disciplines through teachers.

Under the background of the construction of new business, business education needs to deeply integrate with industry and strengthen the cultivation of students' practical innovation ability. The economics course itself is closely related to real economic life and commercial activities, and the construction of its virtual teaching and research section should

actively integrate into life, publicize China's achievements, explain China's phenomena, solve China's problems, and enhance the function of facing real problems and serving China's practice [11]. In view of the current problems in business education, the paper explains how to use artificial intelligence to solve such problems from the perspectives of "re-constructing knowledge network framework", "creating multimedia classroom teacher-student interaction" and "dynamic simulation of industrial space", and discusses the influence of AI on various aspects of business education reform from the aspects of "teacher-student interaction", "interdisciplinary" and "integration of production and education". It is expected to provide theoretical research support for China's business education reform. This work was supported in part by a grant from Professor Xiaofeng Zhang. This paper is really a hard work and its completion means that the busy term of studying English has almost parted away. At this moment, I'd like to express my heartfelt gratitude to all those who have given me help and encouragement in my writing process (Figure 3).

COMPETING INTERESTS

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