MBA CURRICULUM TEACHING REFORM IN THE NEW AI ERA

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Abstract: This paper first introduces the impact of the new era of artificial intelligence on MBA education, and MBA education faces multiple challenges. Compared with the traditional management education, the training of management talents in the new AI era should transfer more scientific, engineering, and even philosophical knowledge to students. Find out the new needs of society at a deeper level and think better about the future business model. Under the current discourse system emphasizing the construction of independent knowledge system, MBA education should also explore and absorb the traditional Chinese business wisdom. MBA education should embrace digitalization and new technologies, serve the major strategic needs of the country, and not leave the real economy; In curriculum update and development, students should be sensitive to the industrial frontier embedded in AI technology.
Keywords: New AI Era;Big data era; MBA education; Teaching reform

1 INTRODUCTION

1.1 Research Background and Significance

With the full arrival of the era of big data, artificial intelligence technology is booming at an unprecedented speed, becoming an important force to promote social progress and industrial upgrading. Big data and cloud computing as the core of the field of artificial intelligence, its proportion has been nearly half, and the Internet of Things, 5G technology, intelligent robots, computer vision and autonomous driving and other related technologies are also rising rapidly, together constitute a diversified ecology of artificial intelligence technology [1]. The scale of China's artificial intelligence market has now exceeded 500 billion yuan, and has made remarkable achievements under the strong impetus of national policies, capital and talents. In this context, MBA education as an important way to train high-end management talents, its importance and challenges are becoming increasingly prominent. The global business environment requires managers to have an international vision and cross-cultural communication skills, and MBA education can effectively cultivate students' global competitiveness through the international curriculum and the multicultural group of teachers and students. However, under the impact of big data and artificial intelligence technology, the traditional MBA teaching model has been difficult to meet the current society's high standards for management talents. Therefore, the study of the influence of artificial intelligence on the teaching reform of MBA courses not only has important theoretical value, but also has urgent practical significance. Through in-depth exploration of the application of artificial intelligence technology in MBA education, new ideas and methods can be provided for the innovation of MBA teaching, so as to cultivate more high-end management talents with international vision, innovative thinking and strategic vision. This research will also help promote the continuous development and progress of MBA education and contribute more wisdom and strength to the prosperity and progress of society.

1.2 Research Purpose

In the era of the vigorous development of big data and artificial intelligence technology, the teaching reform of MBA courses has become an important issue in the field of education. This study aims to deeply analyze the impact of artificial intelligence on the teaching reform of MBA courses, and explore the practical application and potential value of artificial intelligence technology in MBA education. Specifically, the research will focus on how AI is changing the teaching philosophy, methods, content, and assessment systems of MBA programs, and how these changes are enhancing students' ability to synthesize and innovate. Through detailed discussion, it is expected to reveal the unique advantages of artificial intelligence technology in MBA education, and provide strong theoretical support and practical guidance for the future development of MBA teaching. This study will also provide useful reference and inspiration for the reform of other management courses, and promote the innovation and development of the whole field of management education.

2 OVERVIEW OF BIG DATA ERA AND ARTIFICIAL INTELLIGENCE

2.1 Characteristics and Challenges of the Era of Big Data

The advent of the era of big data marks the further deepening and reform of the information society. It is characterized by the explosive growth of data volume, as well as the diversity and complexity of data types. The starting unit of measurement of big data has jumped from the traditional TB to PB, EB and even ZB levels, covering diversified data types such as network logs, audio, video, pictures, and geographic location information. This unprecedented scale and

type of data not only requires more efficient data storage and management techniques, but also poses higher challenges to data processing and analysis capabilities. The advent of the era of big data has had a profound impact and challenge on all walks of life. In the business field, enterprises are faced with the problem of how to mine valuable information from massive data to support accurate decision-making and strategic planning. The fields of public service and social management are also affected by big data. The government needs to use big data technology for decision-making support in urban planning, traffic management, environmental protection and other aspects to improve the efficiency and quality of public services. The application of big data in the fields of medical health, education and scientific research is also increasingly extensive, promoting innovation and development in these fields. However, the challenges of the big data era cannot be ignored [2]. On the one hand, the explosive growth of data volume has put forward higher requirements for data storage, processing and analysis technology, and how to build an efficient, stable and scalable big data platform has become an urgent problem to be solved. On the other hand, data security and privacy protection have also become a major challenge in the era of big data. How to realize data sharing and utilization on the premise of ensuring data security has become an urgent problem to be solved. In this context, the rapid development of artificial intelligence technology provides new solutions to the challenges of the era of big data. Through artificial intelligence technologies such as machine learning and deep learning, efficient processing and analysis of big data can be realized, valuable information hidden behind the data can be mined, and scientific basis can be provided for decision-making in all walks of life. Therefore, it is of great significance to explore the application of artificial intelligence in the teaching reform of MBA courses for training high-end management talents to adapt to the needs of the era of big data.

2.2 Development and Application of Artificial Intelligence Technology

Artificial intelligence (AI) as a bright pearl of modern science and technology, its development is a long journey full of exploration and breakthrough. From the formalization of mathematical logic and the germination of intelligently computable ideas in the 1930s to the formal establishment of artificial intelligence in 1956, this field has experienced a number of key stages from theoretical foundation to technical breakthrough. In the course of its development, AI has experienced a school evolution from symbolism to connectionism, as well as technological revolutions such as the rise of deep learning [3]. Especially in recent years, with the rapid development of deep learning technology and the significant improvement of computer computing power, artificial intelligence has made breakthroughs in image recognition, speech recognition, natural language processing and other fields. Google's AlphaGo, for example, defeated a top human player in the game of Go, a landmark event that marked the superior ability of artificial intelligence to play complex strategy games. The wide application of artificial intelligence technology has not only changed the way of life, but also profoundly affected the development of all walks of life. In the field of healthcare, AI-assisted diagnosis systems improve the accuracy and efficiency of disease diagnosis; In the financial sector, AI optimizes risk assessment and investment decisions, reducing financial risks; In the field of manufacturing, AI has promoted the intelligent transformation of production lines and improved production efficiency. Ai also shows great application potential in many fields such as education, transportation, and agriculture. In the field of education, especially the teaching of MBA courses, the application of artificial intelligence is gradually changing the traditional teaching model. Through machine learning and big data analytics, educational institutions can provide students with personalized learning content and plans to help them master knowledge more efficiently. The emergence of intelligent tutor systems, which simulate the role of tutors, provides professional advice to students and makes improvements based on feedback, thus enhancing the quality of teaching and learning experience [4].

3   CURRENT SITUATION AND PROBLEMS OF MBA EDUCATION

3.1 Traditional Mode and Characteristics of MBA Education

MBA education, that is, Master of Business Administration education, has always occupied an important position in the field of global business education with its unique curriculum, teaching methods and training objectives. Traditional MBA programs typically cover multiple core areas such as management, marketing, finance, and operations, and are designed to provide students with comprehensive business knowledge and management skills. In terms of teaching methods, the traditional MBA education focuses on case teaching, class discussion and team projects to enhance the practical ability and team cooperation ability of top 4 students. Its goal is to cultivate business elites with strategic vision, innovative spirit and leadership to adapt to the rapidly changing business environment[4]. However, with the rapid development of big data and artificial intelligence technology, the traditional MBA education model has gradually exposed some problems. On the one hand, in terms of curriculum setting, traditional MBA courses tend to focus on the teaching of theoretical knowledge, while ignoring the training of students' modern technical abilities such as data analysis and artificial intelligence. On the other hand, in terms of teaching methods, although traditional MBA education focuses on practice, it often lacks attention to students' personalized learning needs, and it is difficult to meet the learning needs of students with different backgrounds and ability levels. In terms of training objectives, the traditional MBA education emphasizes too much on the cultivation of leadership and management ability, but neglects the stimulation of students' innovative thinking and entrepreneurial spirit. These problems and deficiencies make the traditional MBA education powerless when facing the challenges of the era of big data and artificial intelligence. Therefore, how to combine big data and artificial intelligence technology to reform the teaching of MBA courses to meet the needs of the new era has become an important issue facing the current MBA education [5].

3.2 Challenges for MBA Education in the Era of Big Data

In order to gain insight into the challenges facing MBA education in the era of big data, this study conducted interviews with MBA students at a business school. A total of 30 MBA students participated in this interview, these students from different industry backgrounds, with different work experience.

3.2.1 Insufficient ability of data processing and analysis

The results of the interview show that the lack of data processing and analysis ability is one of the urgent problems in the current MBA education. Over the course of the interview, 21 students (70.00%) said they struggled with real business data, especially when undertaking complex data analysis tasks that often required additional learning and training to complete. Eighteen (60.00%) students mentioned that existing MBA programs are relatively weak in developing data processing and analysis skills to meet the needs of data-driven decision making in the current business environment.

Table 1 MBA Students' Views on Data Processing and Analysis Ability

| Viewpoint description	Number of people (persons)	Percentage (%)
Finding it difficult to process actual business data	21	70
The training of data processing and analysis skills in the existing curriculum is insufficient	18	60
Understanding of data requirements in the current business environment	27	90
Schools should offer more courses in data processing and analysis	24	80
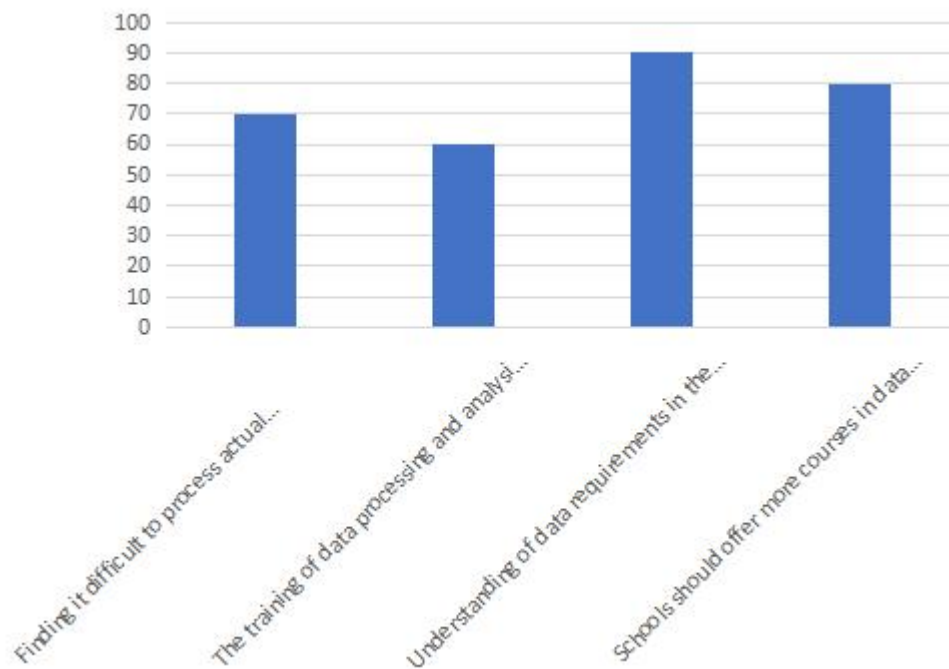
Figure 1 Comparison of MBA Students' Views on Data Processing and Analysis Ability

Through the data analysis in Table 1, it can be seen that the vast majority of the surveyed students (90.00%) recognize the importance of data requirements in the current business environment, but they also feel that there are shortcomings in the training of data processing and analysis skills in the existing courses. In Figure 1, 80.00% of students believe that schools should offer more courses related to data processing and analysis to improve their practical skills. The problem of insufficient data processing and analysis ability is mainly reflected in the following aspects: MBA students lack the necessary knowledge of technical tools, such as SQL database query and Python programming, when dealing with large-scale data sets; Students lack systematic training in how to extract valuable information from data and apply it to business decisions; Due to a lack of practical experience, students struggle to translate theoretical knowledge into effective solutions when faced with real-world data challenges.

3.2.2 The curriculum is out of step with market demand

In the course of the interview, 24 students (80.00%) said that they believe that the current curriculum is somewhat out of step with market needs. Specifically, many courses still focus on traditional management theory and case studies, while ignoring the application of big data and artificial intelligence in the current business environment. Students generally report that they need to deal with large amounts of data in their actual work, and more and more enterprises are beginning to rely on AI technology for decision-making, but these skills are not sufficiently valued and trained in

schools.

Table 2 MBA Students' Views on the Curriculum

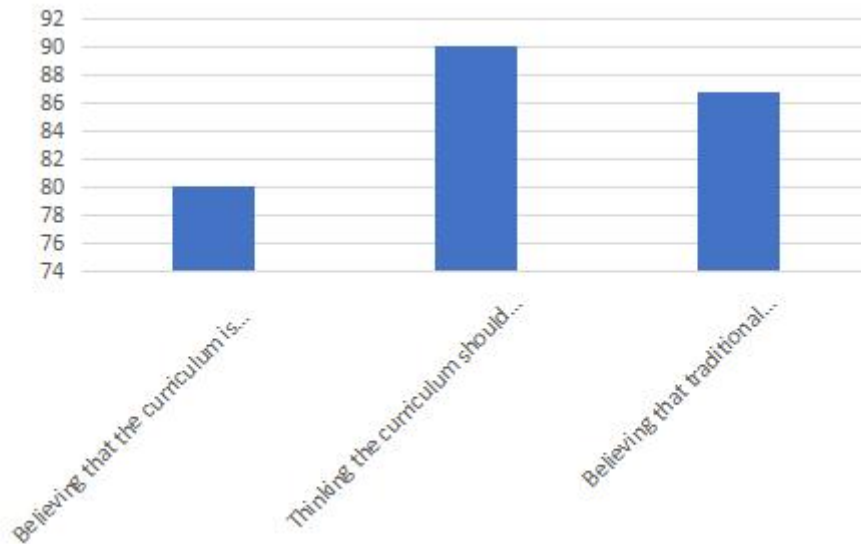| Viewpoint description	Number of people (persons)	Percentage (%)
Believing that the curriculum is out of step with market demand	24	80
Thinking the curriculum should cover more knowledge of big data and artificial intelligence	27	90
Believing that traditional management theory and case analysis account for a large proportion in the curriculum	26	86.67

Figure 2 Comparison of MBA Students' Views on Curriculum

According to the data analysis in Table 2, it can be seen that the vast majority of the surveyed students (80.00%) believe that the current curriculum is out of line with the market demand, and 90.00% of the students hope that the curriculum can cover more knowledge of big data and artificial intelligence. This indicates that the current curriculum does not adequately meet students' needs for future career development.

3.2.3 The teaching method is simple and lacks innovation

In the interview, 22 students (73.33%) said that the existing teaching methods are relatively simple, mainly relying on traditional lecture-based teaching, and lack of interaction and practicality. In Figure 2, students believe that such teaching methods are difficult to stimulate their interest in learning and can not effectively cultivate their ability to solve practical problems. Especially in the field of big data and artificial intelligence, students prefer to learn relevant skills through case analysis and project practice.

Table 3 MBA Students' Views on Teaching Methods

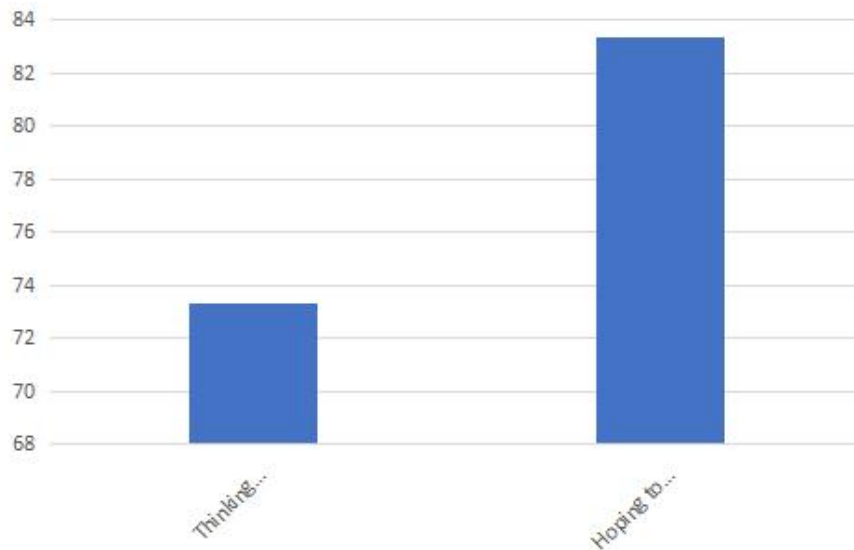| Viewpoint description	Number of people (persons)	Percentage (%)
Thinking that the teaching method is simple and lacks interaction and practice	22	73.33
Hoping to increase the teaching in the form of case analysis and project practice	25	83.33

Figure 3 Comparison of MBA Students' Views on Teaching Methods

According to the data analysis in Table 3, it can be seen that most of the surveyed students (73.33%) believe that the existing teaching methods are simple and lack of interaction and practicability, while 83.33% of the students hope to increase the teaching in the form of case analysis and project practice. In Figure 3, this shows that students are eager for more flexible and varied teaching methods to improve learning results.

3.2.4 There is a shortage of teachers and experts in the field of big data and artificial intelligence

In the interview process, 28 students (93.33%) pointed out that MBA education has obvious shortcomings in the faculty, especially the lack of experts in the field of big data and artificial intelligence. Students said that although some courses covered big data and artificial intelligence, the teachers' professional background was limited, and they could not explain the cutting-edge technologies and applications in these fields in depth. Students also mentioned that teachers who lack practical experience are unable to impart practical skills.

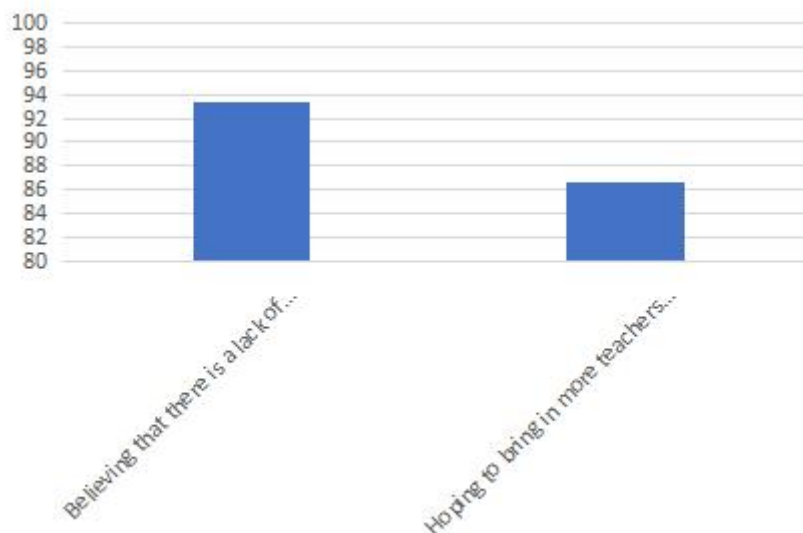**Figure 4** Comparison of MBA Students' Views on Faculty

Table 4 MBA Students' Views on Faculty

Viewpoint description	Number of people (persons)	Percentage (%)
Believing that there is a lack of teachers and experts in the field of big data and artificial intelligence	28	93.33
Hoping to bring in more teachers with practical work experience	26	86.67

According to the data analysis in Table 4, it can be seen that the vast majority of the surveyed students (93.33%) believe that the teaching staff is insufficient, especially the lack of experts in the field of big data and artificial intelligence. 86.67% of students hope to introduce more teachers with practical work experience in order to better impart practical

skills and experience. The challenges facing MBA education in the era of big data include the disconnection between curriculum and market demand, the lack of innovation in teaching methods, and the lack of teachers, especially the lack of experts in the field of big data and artificial intelligence. In Figure 4, the existence of these problems seriously affects the quality of MBA education and the competitiveness of students in the future workplace.

4 SOLUTIONS TO THE CHALLENGES FACING MBA EDUCATION IN THE ERA OF BIG DATA

4.1 Improve Data Processing and Analysis Capabilities

In the era of big data, MBA education is facing unprecedented challenges and opportunities. In order to cultivate senior business management talents who are adapted to the big data environment, MBA education must actively respond to the challenge and take effective measures to improve students' data processing and analysis skills. Facing the rapid development of big data technology, MBA education should take the initiative to introduce big data processing and analysis courses as one of the core teaching contents. Such courses should cover the basic concepts of big data, data processing technologies, data analysis methods and data visualization, and aim to provide students with a comprehensive knowledge system of big data. Through systematic learning, students can master the basic skills of big data processing and analysis, laying a solid foundation for subsequent business decisions and management practices [6]. In order to combine theoretical knowledge with practice, MBA education should also establish a big data laboratory to provide a practical platform for students. Big data LABS should be equipped with advanced data processing and analysis tools, such as big data processing platforms such as Hadoop and Spark, as well as data analysis languages such as Python and R. In the laboratory, students can personally process and analyze data, and deepen their understanding and mastery of big data technology through practice. The laboratory can also carry out activities such as data competition and project practice to stimulate students' innovative thinking and practical ability, and cultivate their teamwork spirit and ability to solve practical problems. In the process of improving data processing and analysis skills, MBA education should also focus on cultivating students' data thinking. Data thinking is a way of thinking based on data analysis and reasoning, which requires people to use data to analyze and make decisions when facing problems. In order to cultivate students' data thinking, MBA education can add data analysis cases in the curriculum, guide students to use data for analysis and reasoning, and cultivate their logical thinking and critical thinking. Students can also be encouraged to participate in data-driven decision-making processes and exercise their data application skills through practice.

4.2 Optimize the Curriculum to Meet the Market Demand

With the vigorous development of big data and artificial intelligence technology, MBA education is facing unprecedented challenges, among which the most urgent is how to optimize the curriculum to better meet the market demand for high-end business management talents. To this end, MBA education institutions need to deeply investigate the market demand, closely follow the technological development trend, and flexibly adjust the curriculum to ensure that the educational content remains highly aligned with the market demand. Market demand is the vane of MBA education curriculum. Through extensive market research, MBA education institutions can accurately grasp the direction of enterprises' demand for big data and artificial intelligence talents, and then adjust the curriculum and increase courses related to big data and artificial intelligence. These courses should cover cutting-edge fields such as big data processing and analysis, machine learning, natural language processing, artificial intelligence ethics and regulations, and aim to cultivate students' ability of data insight, algorithmic thinking, and application of artificial intelligence technology. Curriculum should also focus on interdisciplinary integration, combining management, economics, computer science and other multidisciplinary knowledge organically to improve students' comprehensive literacy [7]. In order to ensure the practical and forward-looking content of the curriculum, MBA educational institutions should establish close cooperation with enterprises to jointly develop the curriculum. As the main body of the market economy, enterprises have profound insight and rich practical experience in the application of big data and artificial intelligence technology. Through cooperation with enterprises, MBA education institutions can obtain first-hand market information and feedback on talent needs, ensuring that the course content is close to the market frontier and meets the actual needs of enterprises. Enterprises can also provide internship training bases for MBA students, so that students can deepen their understanding of theoretical knowledge and improve their ability to solve practical problems in practice. In the process of optimizing the curriculum, MBA education institutions also need to pay attention to the systematic and consistent curriculum system. Big data and artificial intelligence technology are developing rapidly, and new technologies and applications are constantly emerging. Therefore, MBA educational institutions should establish a dynamic curriculum update mechanism, adjust the curriculum content regularly according to the technological development trend and market demand, and ensure that the curriculum system always remains cutting-edge and practical.

4.3 Innovate Teaching Methods and Improve Teaching Effect

In the context of the vigorous development of big data and artificial intelligence technology, MBA education is facing an urgent need for innovation in teaching methods. In order to effectively cope with this challenge, MBA educational institutions should actively explore and practice new teaching methods, make full use of the advantages of artificial

intelligence technology, in order to improve teaching effects and train business management talents to adapt to the needs of the era of big data [8]. Using artificial intelligence technology and developing intelligent teaching system is an important way to realize personalized teaching. Based on students' learning behavior and performance, the intelligent teaching system can accurately identify students' knowledge mastery and learning style through data analysis and machine learning algorithms, thus providing them with personalized learning paths and resource recommendations. This personalized teaching method can not only meet the differentiated needs of students, but also stimulate their learning interest and initiative, and improve learning efficiency. In terms of teaching methods, MBA educational institutions should introduce new teaching models such as flipped classroom and project-based learning. Flipped classroom transfers the teaching process in the traditional classroom to outside class, allowing students to learn independently through videos, reading materials and other forms, while classroom time is mainly used for discussion, questions and practical activities. This teaching mode can enhance students' autonomous learning ability and cultivate their critical thinking and problem-solving skills. Project-based learning, on the other hand, allows students to learn and master knowledge in the process of solving practical problems, and cultivates their teamwork spirit and innovation ability. Through project-based learning, students are able to gain a deeper understanding of theoretical knowledge and apply it in practice to improve their overall literacy. In the process of innovating teaching methods, MBA educational institutions should also focus on cultivating students' innovative thinking and practical ability. The rapid development of big data and artificial intelligence technology requires business management talents not only to have solid professional knowledge, but also to have innovative thinking and problem-solving abilities. Therefore, MBA educational institutions should integrate innovative elements into the curriculum, encourage students to put forward new ideas and new methods, and cultivate their innovative consciousness and practical ability. Students should also be provided with practical opportunities, such as participating in enterprise internships, participating in scientific research projects, so that they can exercise and improve themselves in practice.

4.4 Strengthen the Construction of Teaching Staff, and Introduce Experts in the Field of Big Data and Artificial Intelligence

In the era of rapid development of big data and artificial intelligence technology, MBA education is facing unprecedented challenges and opportunities. In order to train business management talents to meet the needs of the era of big data, strengthen the construction of teaching staff, and introduce experts in the field of big data and artificial intelligence, which has become a key part of the MBA education reform. MBA educational institutions should increase the introduction of teachers in the field of big data and artificial intelligence, and attract more experts with deep academic background and rich practical experience in the field to join the teaching team by providing competitive compensation and benefits, career development opportunities and a good working environment. The addition of these experts can not only inject new vitality into the MBA program, but also provide students with cutting-edge knowledge and technical guidance to help them better understand and master the application of big data and artificial intelligence in business management. In order to enhance the professionalism and teaching ability of existing teachers, MBA educational institutions should provide a range of training and development opportunities. These trainings can include lectures, workshops and seminars on big data and AI technologies, as well as related online courses and certification exams [9]. Through these trainings, teachers can constantly update their knowledge structure and master the latest technologies and teaching methods, so as to better adapt to the teaching needs of the era of big data. In addition to technical training, MBA education institutions should also focus on improving the teaching ability of teachers. Teaching seminars can be organized to share and exchange teaching experience and experience, and encourage teachers to carry out teaching innovation and practice. In addition, a teaching quality evaluation mechanism can be established to regularly evaluate the teaching effect of teachers through student evaluation, peer review and other means, so as to provide teachers with feedback and improvement suggestions and promote them to continuously improve their teaching level. In the process of strengthening the construction of teaching staff, MBA education institutions should also pay attention to building interdisciplinary teaching teams. The application of big data and artificial intelligence technology in business management involves many disciplines, such as computer science, statistics, economics and so on. Therefore, the construction of interdisciplinary teaching teams helps to promote the cross-integration of different disciplines and provide students with a more comprehensive and deeper knowledge system [10].

5 THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE TEACHING REFORM OF MBA CURRICULUM

5.1 The Impact of Artificial Intelligence on MBA Curriculum

With the rapid development of big data and artificial intelligence technology, MBA education, as an important platform for cultivating high-end business management talents, is undergoing profound changes in its curriculum. The introduction of artificial intelligence technology not only adds a new dimension to the MBA curriculum, but also promotes the optimization and upgrading of the entire curriculum system. The rapid development of artificial intelligence technology has led to the emergence of a series of courses related to it in the MBA curriculum. These courses are designed to provide students with a solid theoretical foundation in artificial intelligence, as well as skills in its practical application in the business sector [11]. Courses such as data science, machine learning, and natural language processing have become required or optional in many MBA programs. These courses not only enrich the

knowledge system of MBA students, but also broaden their horizons, so that they can better understand and cope with the challenges of the era of big data and artificial intelligence. However, the introduction of artificial intelligence technology is not as simple as adding a few courses. More importantly, it requires MBA education to adjust and optimize the curriculum as a whole according to the development trend of artificial intelligence technology [12]. On the one hand, traditional courses such as management, marketing, and finance need to incorporate elements of artificial intelligence to meet the needs of the new era. For example, in marketing courses, big data analysis and precision marketing can be introduced; In financial management courses, the application of artificial intelligence in investment decisions and risk management can be explored [3]. On the other hand, MBA programs also need to focus on the ethical and social implications of AI technology and develop students' sense of responsibility and mission. For example, courses such as AI ethics, data privacy and security could be offered to guide students to think about the social value and potential risks of AI technology. The introduction of artificial intelligence technology has also promoted innovation in the teaching methods of MBA courses. With the help of AI technology, MBA education can achieve more personalized, interactive and intelligent teaching. For example, machine learning algorithms can be used to provide students with customized learning resources and suggestions based on their learning progress and ability level; Through virtual reality and augmented reality technology, the real business environment can be simulated to enhance students' practical ability and teamwork ability [13].

5.2 The Impact of Artificial Intelligence on MBA Teaching Methods

Driven by big data and artificial intelligence technologies, MBA teaching methods are undergoing unprecedented changes. The introduction of artificial intelligence technology not only brings new tools and means to MBA teaching, but also promotes the innovation and upgrading of teaching methods, making teaching more personalized, efficient and effective [14]. 13 The impact of AI technology on MBA teaching methods is first reflected in personalized tutoring. Traditional MBA teaching often adopts a "one-size-fits-all" teaching method, which is difficult to meet the diversified learning needs of students. With the help of artificial intelligence technology, an intelligent teaching system can be built to accurately identify students' learning styles, points of interest and weak links through in-depth analysis of students' learning data, so as to provide them with personalized learning paths and resource recommendations [9]. This personalized tutoring method can not only effectively enhance students' learning interest and motivation, but also help them master knowledge and skills faster and improve learning efficiency. Ai technology can also significantly improve the efficiency and effectiveness of MBA teaching [15]. Through the intelligent teaching system, teachers can realize the real-time monitoring and feedback of students' learning progress, timely adjust the teaching strategy and content, and ensure the achievement of teaching objectives. Artificial intelligence technology can also provide rich interactive and collaborative tools for MBA teaching, such as online discussions, virtual team projects, etc. These tools can break the limitations of time and space, so that students can learn and communicate in a more flexible and convenient environment, thus enhancing their teamwork ability and innovative thinking. It is worth noting that the application of artificial intelligence technology in MBA teaching methods is not simply to replace traditional teaching methods, but to complement each other and jointly promote the innovation and development of teaching methods. For example, in case teaching, teachers can use artificial intelligence technology to deeply mine and analyze case data, providing students with more comprehensive and in-depth case background information to help them better understand and apply what they have learned. In simulation teaching, artificial intelligence technology can build a more real and complex business environment, so that students can gain richer experience and skills in simulation practice [16].

5.3 The Impact of Artificial Intelligence on MBA Training Goals

In the context of the rapid development of big data and artificial intelligence technology, the training objectives of MBA education are undergoing profound changes. The traditional MBA education mainly focuses on developing students' management skills, leadership and business insight to adapt to the needs of the traditional business environment. However, with the popularization of big data and artificial intelligence technology, the needs of enterprises for talents are constantly changing, and the training objectives of MBA education are also adjusted to train business leaders who can adapt to the challenges of big data era and artificial intelligence technology. With the introduction of artificial intelligence technology, MBA education begins to focus on cultivating students' data analysis ability and technical literacy [17]. In the era of big data, data analysis ability has become an important basis for business decisions, and artificial intelligence technology provides powerful tools and methods for data analysis. Therefore, MBA education needs to cultivate students' ability of data collection, processing, analysis and interpretation, so that they can use artificial intelligence technology to mine valuable information from massive data and provide scientific basis for enterprises' strategic planning and decision-making. MBA education also needs to cultivate students' innovative thinking and entrepreneurial spirit. In the era of artificial intelligence, the business environment has become more complex and changeable, and traditional business models and management methods may no longer be able to adapt to the new market needs. Therefore, MBA education should encourage students to have the courage to try new business models and management methods, cultivate their innovative thinking and entrepreneurial spirit, and enable them to stand out in the fierce market competition [18]. In order to achieve the above training goals, MBA education needs to carry out a comprehensive reform in the curriculum, teaching methods and evaluation system. In terms of curriculum Settings, courses related to big data and artificial intelligence technology, such as data science, machine learning, and

artificial intelligence ethics, can be added to enhance students' data analysis and technical literacy [11]. In terms of teaching methods, practical teaching methods such as project system and case study can be adopted to cultivate students' innovative thinking and entrepreneurial spirit. In the evaluation system, diversified evaluation criteria can be introduced, such as students' project results, innovation performance, teamwork ability, etc., to comprehensively evaluate students' comprehensive quality.

6 CONCLUSION

This study deeply analyzes the challenges facing MBA education in the era of big data, and focuses on the importance and far-reaching impact of artificial intelligence technology on MBA curriculum teaching reform. It is found that MBA education has obvious shortcomings in data processing and analysis, curriculum setting, teaching methods and teachers, and the introduction of artificial intelligence technology provides new ideas and means to solve these problems. Ai can not only improve the data processing ability of MBA students, optimize the curriculum so that it is closer to the market demand, but also promote the innovation of teaching methods and improve teaching results. More importantly, artificial intelligence has had a profound impact on MBA training goals, prompting the education goal to train high-end management talents with data analysis ability and innovative thinking. However, there are some limitations in this study, such as sample selection, data collection and analysis methods, which may lead to the limitation of the universality of the research conclusions [19]. In the future, with the continuous development and application of artificial intelligence technology, its role in the teaching reform of MBA courses will be more prominent, and it is expected to lead the development of MBA education to a more intelligent and personalized direction. For MBA education institutions and policy makers, this study puts forward the following suggestions: First, strengthen the application of artificial intelligence technology in MBA education and promote the innovation of teaching methods and course content; The second is to increase the introduction and training of experts in the field of big data and artificial intelligence, and improve the strength of teachers; The third is to pay attention to the enlightenment in practice, 15 timely adjust the teaching strategy to ensure that the MBA education always keeps pace with the market demand. Through these measures, MBA education will better adapt to the needs of the era of big data and cultivate more high-end management talents with innovative spirit and practical ability [20].

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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