

The Training Strategy of Applied Talents in Colleges and Universities Oriented by School-Enterprise Cooperation

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Abstract

Today, with the rapid developed knowledge economy and increasingly fierce international competition, the demand for talents has undergone profound changes, and high-level applied talents have become popular. The training objectives of applied undergraduate colleges and universities should also be changed accordingly, and the diversified application-oriented innovative talents with personality development should be fully trained. Based on the analysis of the current situation of applied talents training, this paper explores the training strategies of applied undergraduate colleges and universities under the guidance of school-enterprise cooperation, which can provide reference for the research of application talents training mode with characteristics and the improvement of students' innovative competitiveness.

Keywords: the training strategy of applied talents ; school-enterprise cooperation; talent cultivation strategy

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1. Introduction

Along with the reform of economic structure, the demand of employers for talents has undergone profound changes, and the demand for high-level applied talents and skilled personnel is becoming more and more urgent. It is an urgent problem to be solved to explore the training mode of applied talents to meet the needs of society, to improve students' innovative competitiveness and to adapt them to the development and progress of society. Local undergraduate colleges and universities are in urgent need of transformation and development in order to better train applied talents. Transition and development is an inevitable choice of local undergraduate colleges and universities. It is the key to the development of dislocation competition and sustainable development of local colleges and universities in many colleges and universities. To achieve a deeper service to local economic and social development, transformation is inevitable.

2. Current Situation of Training Applied Talents in Local Universities

2.1 The phenomenon of disconnection between schools and enterprises is serious, and the structural problems are obvious.

Judging from the current situation of training applied talents in our country, the phenomenon of disjoints between various links is very obvious, and the structural problems are very prominent. This is mainly manifested in most colleges and universities, teachers mostly adopt the traditional teaching mode in the past, and the focus of teaching is still on the level of basic theoretical knowledge, which will inevitably seriously hinder the development of students' practical ability training teaching. Students trained under such teaching mode do not have the ability to translate theoretical knowledge into concrete practice at all, which directly leads to a decline in the employment rate of college graduates. At the same time, the lack of applied talents will inevitably cause many adverse effects on the production of enterprises, especially in the aspects of increasing the cost of personnel training and the urgent shortage of applied talents, which hinder the development of enterprises. Therefore, it is imperative to reform the teaching in colleges and universities. However, on the other hand, to some extent, the teaching reform in colleges and universities should be inevitably linked with the government, enterprises, scientific research institutions and students themselves. The reality is not the case, though. The links between the various links of government, industry, education and research are not close, or even almost unrelated, which makes the teaching reform in colleges and universities lose its original significance.

2.2 The training mode of applied talents is single and lack of practical innovation

In recent years, with the increasing social demand for talents, colleges and universities began to plan to build more, while increasing the number of specialties, expanding their scale, giving full play to their advantages, and then recruiting more students. However, compared with the past, the current mode of talent training in most colleges and universities is not much different in essence, that is to say, the mode of talent training adopted by most colleges and universities is mere formality. In the process of training talents, they still adopt a single training mode, that is, they only pay attention to theoretical teaching, but ignore practical practice; they only pay attention to improving students' performance, but ignore the cultivation of comprehensive ability; They only pay attention to students' verification experiments, but ignore the development of students' innovative ability. While

enlarging the scale of colleges and universities, they are not aware of the increase of students' demand for practice sites. Therefore, in a word, the current training mode of applied talents in colleges and universities is single and lacks the training of students' practical innovation.

3. Talents Training Strategy Oriented by School-Enterprise Cooperation

3.1 Constructing a Rational Professional System and a Diversified Course Model

Professional settings should be based on market demand, long-term vision, predictability, development perspective, and long-term planning based on local economic development. The formation of applied talent training program is based on the diversified curriculum model. The school finally forms a talent training program to meet the needs of society by investigating, discussing and discussing with enterprises. Establish a multi-flexible curriculum model combining theory with practice to fully stimulate students' potential. The curriculum design of applied undergraduate colleges must meet the requirements of training objectives, attach equal importance to core courses and peripheral courses, and increase practical courses on the basis of public basic courses, professional basis and practical courses. These are the prerequisites for realizing the new goal of talent training in Applied Undergraduate colleges. In the practice curriculum link, we should deepen the cooperation between schools and enterprises, provide more practice opportunities, and increase the proportion of practice courses and elective courses. The assessment criteria for students' schoolwork should also be adjusted accordingly. Flexible assessment methods should be adopted, which should not only pay attention to students' achievements, but also be good at discovering students' potential.

3.2. Establishing a perfect practical teaching system and enriching the cooperative education mode of production, teaching and research

Local undergraduate colleges and universities should not only diversify the curriculum model, but also strive to break through in teaching methods. We should pay attention to the changeability of teaching forms, make full use of modern educational technology such as network resources and micro-lessons by using teaching methods such as heuristic discussion, lecture and interactive games. In-school scientific research platform should also absorb students, increase the investment of in-school training base, and combine theoretical education with practice. Establish a perfect practical teaching system, incorporate extracurricular practice into teaching, stimulate students' interest in learning, improve students' enthusiasm and promote the improvement of the quality of practical teaching by leading students to visit enterprises for practice. Emphasis should be laid on the training of students' practical and practical abilities so as to enhance their advantages in employment.

The mode of cooperative education of industry, University and research can start from many aspects, coordinate students' practice and practical training, connect part-time teachers of enterprises with graduation design instructors, and actively explore the dual tutor system. Send young teachers to study and communicate in-depth production line, promote the two-way interaction and integration of enterprise technicians and school teachers, promote each other, and cultivate a team of double-qualified teachers. schools and cooperative units jointly carry out training. In the early stage, school training is the main task, and professional courses are completed. In the later stage, enterprises are the main task. Students go to enterprises for practice and establish a long-term mechanism of school-enterprise cooperation.

3.3 Insist on laying equal stress on theory and practice and establish flexible and effective teaching evaluation mechanism.

Applied undergraduate colleges and universities should give full play to their advantages, make use of the cooperative relationship established between disciplines, local enterprises and scientific research institutes, and engage senior professionals and professionals to participate in professional construction, personnel training program formulation and curriculum system setting. To enable students to understand and master post skills and requirements, and to ensure that the training of applied talents meets the needs of social development. For students, finding practice units can not only carry out field visits, but also participate in short-term training. The school provides convenience for students to find practice units, and carries out certain audits. Students can submit papers, survey reports, etc. The school assesses students' off-campus practice, adopts credit system, grants credits after passing the off-campus practice assessment, so that students can have credits and a certain range of degrees of freedom.

3.4 Strengthen the Construction of Applied Teachers

Professional construction and personnel training are inseparable from the construction of teachers. We should explore the system of Co-building of applied teachers between schools and enterprises, recognize that local colleges and universities are based on the purpose of serving regional economy, give full play to their scientific research and technological advantages, attract enterprises and scientific research institutes to establish cooperative relations, recruit excellent talents from enterprises to join the teaching staff, serve as full-time and

part-time teachers in schools, participate in practical teaching, and deepen school-enterprise cooperation. The teachers faculty must take the road of "specialty-based, combination of specialty and part-time" construction, establish the two-way interaction and integration of enterprise industry talents and school teachers, promote each other, improve the proportion of teachers with relevant professional and technical qualifications, enrich the "double-type" teaching team, and build a high water level with the combination of specialty and part-time, the combination of "theory, experience" and "scientific research, innovation and engineering practice".

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