

# Research on the Strategy of Application-oriented Colleges and Universities Talents Training

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## Abstract

since the 19th national congress of the communist party of China, socialism with Chinese characteristics has entered a new era. China is in a crucial period of transformation of economic development mode and industrial transformation and upgrading. Accelerating the training of applied talents is an important measure to break the disconnect between the supply of talents and the needs of economic and social development. Colleges and universities will train the application of talents as a breakthrough in reform, to achieve a reasonable output and optimized allocation of higher education resources. Since 2014, the Chinese government has successively issued a series of important issues to accelerate the transformation of development at the university of applied technology, including the State Council's Decision on Accelerating the Development of Modern Vocational Education, the Planning for the Construction of a Modern Vocational Education System (2014-2020), and the Guiding Opinions on the Transformation and Development of Local Undergraduate Universities, but due to the unstable development of applied universities, it is always difficult to resolve the desire to enter the academic higher education system. Under the development trend of higher education popularization and university homogeneity, talent training has been encountered The predicament of sluggish model reform. Based on the current application of technological talents, humanities education is relatively weak, university positioning and economic and social integration Insufficient and difficult social adaptability of talent supply. This paper focuses on search strategy of applied talents in colleges and universities, and better service to China's economic and social development.

## Keywords

Application-oriented colleges and universities; Talents training; strategy.

## 1. Introduction

The Ministry of Education, the National Development and Reform Commission and the Ministry of Finance jointly issued the "Guiding Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Colleges to Application-oriented", which states that the establishment of a talent cultivation process led by the improvement of practical ability, and the first application of the "Excellence Plan" The results of the reform have established a talent training model that integrates production with education and educates people in concert. Therefore, accelerating the training of applied talents has become one of the important tasks of transforming colleges and universities at present and in the future. The "Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020)" states that education must establish the concept of comprehensive development and diversified talents, establish the concept of actively serving the national strategic requirements, and actively serve the needs of industry enterprises, and establish universities and industries. A new mechanism for joint training of talents by enterprises, focusing on improving students' sense of social responsibility to serve the country and the people, an innovative spirit of courage to explore,

and a practical ability to solve problems.[1] It can be seen from this that application-oriented universities should adapt to the new normal of China's economic development and innovate their educational concepts. They should really turn their ideas of running schools to cultivating application-oriented talents, to enhancing students' innovation and entrepreneurship ability, and to comprehensively improving the ability of economic and social development in the service areas of application-oriented universities.

## 2. Connotation of Applied Talent Training

Different scholars have different understandings of the connotation of applied talent training. The so-called applied talents refer to a type of specialized talents who can apply professional knowledge and skills to the professional social practice they are engaged in. They are proficient in the basic knowledge and basic skills of the frontline of social production or social activities, and are mainly engaged in frontline jobs. Technical or professional talent. He Jinyu put forward in "Teaching Evaluation Makes New Colleges Position More Accurately and Better", the newly-established colleges and universities should be based on the principles of "people-oriented, teaching according to their aptitude" and "multi-directional selection, shunt training" to cultivate a solid professional foundation and practice Outstanding application-oriented talents. In his book "Theory and Practice of Applied Talent Cultivation", Pan Weiyuan discussed the development history and connotation of applied talent cultivation mode in more detail. He believed that the characteristics of applied undergraduate talent cultivation mode were application-oriented. Undergraduate talent training is the goal, demand-oriented disciplines are built, application-oriented construction of the curriculum system, production-university-research integration as the main training path, action-oriented instruction teaching methods, and ability-oriented teaching evaluation. Therefore, the cultivation of application-oriented talents should be different from that of ordinary undergraduate colleges and should be guided by the needs of docking professional positions. On the basis of mastering the necessary theories, its talents use competent officers and conference officers as the standard to strengthen the professional ability and the improvement of professional literacy, can adapt to the needs of job development and have good professional literacy and strong professional ability. [2]

Applied colleges and universities should emphasize teaching according to their aptitude, strengthen practical teaching on the basis of solid professionalism, and focus on the cultivation of abilities to meet the needs of serving local social and economic development. Therefore, the knowledge structure of application-oriented talents revolves around the actual needs of front-line production. The training process emphasizes combining with front-line post practice, attaches to practical teaching links, and emphasizes the flexible use of knowledge.

## 3. Strategies for Talent Training in Applied Universities

(1) Deeply understand the connotation of talent training in applied universities, and establish the correct concept of talent training

Talent training goals determine the ultimate direction of talent training. The teaching goals and curriculum goals of applied colleges and universities must be formulated based on the training goals. Application colleges need to firmly target the training of applied talents and create a "education-oriented, application-oriented" education environment. Effectively change the status quo of taking theoretical knowledge as an important task in teaching, and insufficient student practice. First of all, we must abandon the misconception that application-oriented talents are low-end talents, and establish the correct concept of talent training, recognizing that both research-oriented talents and application-oriented talents serve social development and are necessary for social development and progress. Application-oriented colleges and universities should inherit and carry forward the school's traditional advantages in accordance

with their own school positioning and historical development characteristics, and formulate the training goals of application-oriented talents based on the original specialty disciplines.

Secondly, we must prevent blind follow-up in professional settings, insist on the development of interdisciplinary disciplines, build quality specialty based on it, and use this as the basis for setting talent training goals. For example, the original industry colleges and universities must still highlight the characteristics of the industry and focus on the training of the industry's ability to serve economic and social development, so as to achieve the practical training of practical talents. Emphasize the development of students' comprehensive quality, and cultivate application-oriented talents who have both the theory and the ability to solve problems. [3]

(2) Deepen school-enterprise cooperation and strive to improve students' practical ability

School-enterprise cooperation plays an important role in improving the quality of talent training in applied universities. Through school-enterprise cooperation, while enterprises have improved their scientific research and innovation capabilities, universities have achieved the purpose of cultivating innovative talents. Colleges and universities should cooperate with the government, industry enterprises, and research institutes to closely integrate talent training with economic and social development, and cultivate high-quality application-oriented talents that truly meet the needs of economic and social development. First of all, we must improve the cooperative education mechanism. Through the innovation of institutional mechanisms, more social subjects are involved to jointly formulate and improve training programs, construct teaching systems, update teaching content, build training bases, and implement training processes to form a huge synergy to improve the quality of talent training, thereby realizing production, Long-term mechanism of integration of learning and research, complementary advantages and common development.[1] On the one hand, industry experts are invited to join and listen to their requirements and expectations for college students and their required talents; on the other hand, research methods are used to understand the industry and enterprises' requirements for professional knowledge and abilities, especially the actual situation of talents at work. Quality requirements in the environment, and strive to cultivate high-quality professionals with strong practical ability, good at innovation and broad vision.

Secondly, applied colleges and universities must formulate a complete teaching system and curriculum plan, with the core of cultivating vocational practical ability, and create application-oriented talents that meet the needs of industries, enterprises or departments, so that the training of school talents can truly be effective with the needs of social and economic development. Implementing a teaching model oriented to solving practical problems, extensively carrying out participatory teaching, giving full play to students' learning autonomy and creativity, and turning silent and one-way classrooms into interactive places of inspiration and wisdom.[4] We must always adhere to alternating teaching, and closely integrate theoretical teaching with practical training. Within the framework of professional theoretical courses, arrange a certain number of hours of technical lessons and targeted training courses to strengthen the cultivation of students' professional innovation ability.

Finally, improve teaching methods and cooperate with schools and enterprises to build labs or training bases. Enhancing the introduction of enterprises into schools, diversified teaching locations, and changing class locations for different teaching content. On the one hand, courses that are highly practical or closely integrated with production processes are conducted in enterprises and taught by enterprise teachers with rich practical experience, so that students can gain more practical opportunities, which is conducive to changing difficult theoretical knowledge. It is vivid and interesting, which enhances the students' interest in learning and improves the learning and teaching effect. On the other hand, for the highly applicable courses, business experts are hired to teach at the school, bringing the latest technology of the company and its own practical experience into the classroom to avoid In order to separate the classroom teaching content from the actual production of the enterprise, the docking of the teaching

process and the production process is better achieved.[1] At the same time, application colleges should focus on expanding and building internship training and experimental bases, and can introduce or purchase new types of experimental laboratory equipment. All research laboratories of the enterprise are open to college teachers at any time to complement the existing equipment of the college.

(3) We will build an education system for innovation and entrepreneurship to enhance students' ability to innovate and start businesses

Innovation and entrepreneurship education are a brand-new educational concept, and deepening innovation and entrepreneurship education in colleges and universities has become a key link in applying colleges to cultivate talents. By constructing a good innovation and entrepreneurship education system in colleges and universities, more people in colleges and universities can continue to give play to their advantages and make significant contributions to the country and society. First of all, to launch corresponding innovation and entrepreneurship education courses in colleges and universities, schools can set up corresponding innovation and entrepreneurship leading courses based on the teaching goals and professional content knowledge of the major, and take the project as the main method to carry out innovation and entrepreneurship practice. In the process, college students' abilities of innovation and entrepreneurship are gradually cultivated.

Second, we must provide good conditions for innovation and entrepreneurship. Actively recruit outstanding entrepreneurs, entrepreneurs and other talents from all walks of life to teach innovation and entrepreneurship and guide students' innovation and entrepreneurship practices; provide employment and entrepreneurship-related instruction courses, implement flexible academic systems, allow students to adjust their academic processes, and strengthen the construction of innovation and entrepreneurship education bases, Cooperate with enterprises to build innovation and entrepreneurship bases.

Finally, more emphasis should be placed on the cultivation of students' capabilities, the integration of science and education, the promotion of various scientific research platforms to students, and the improvement of students' scientific research practice capabilities. Schools can also enhance student enthusiasm for innovation and entrepreneurship by launching student competition projects, allowing school teachers to lead students into the state of innovation and entrepreneurship, learn relevant knowledge, enable students to gradually embark on the path of innovation and entrepreneurship, and begin to attach importance to the content of innovation and entrepreneurship education.[5] Applied university to advocate quality expand diversified and personalized courses, competitions and special training to actively carry out all kinds of disciplines, students are encouraged to actively participate in all kinds of style of science and technology activities, social practice, to improve students' innovation ability, social communication and professionalism, unity and cooperation in diverse practice to promote students' comprehensive quality.[6]

(4) Individualized student training and diversified faculty building

Application-oriented universities should pay attention to the liberation of students' personality and tap their creativity and potential. Respect the objective laws of student development, proceed from reality and do what you can. First of all, according to the different foundations and personalities of students, formulate practical training programs, so that students' growth is targeted, and they have the professional ability to meet the needs of society.

Secondly, to establish a new teaching material system, universities must strive to create a good teaching environment and establish a teaching evaluation system that is conducive to the implementation of personalized training. There should be a variety of professional settings and courses in applied undergraduate universities. Teachers integrate their own unique style into teaching, which can enable students to internalize knowledge into their own knowledge and

ability systems. Teachers in class must integrate diversified teaching methods in the teaching process, continuously update teaching materials and syllabuses, form personalized teaching programs and reflect them in teaching, and effectively improve the quality of classroom education and teaching. [7]

Finally, build a more diverse faculty. General Secretary Xi Jinping emphasized that "the key to the cultivation of talents lies in the teachers. The quality of the teaching staff directly determines the ability and level of university education." Sex work. "On the one hand, we will build an open teacher structure, hire senior technical and technical personnel with rich scientific research and practical experience to teach, and be responsible for the training of students during the corporate learning stage and teach practical curriculum content. Teachers go to famous enterprises at home and abroad to conduct inspections, exchanges and learning, encourage teachers to work in the company for on-the-job training, and improve the practical ability of school teachers. For professional teachers, they should have experience in participating in scientific research activities and engineering practice experience, while focusing on improving the humanistic quality of professional teachers, so that when they teach professional knowledge, they can integrate humanistic knowledge into professional teaching, and broaden student thinking and Vision, so as to improve students' professional ethics and teamwork ability in professional practice, and achieve organic integration of humanistic quality education and professional education. On the other hand, we should speed up the construction of "double-qualified and double-capable" teachers. [4] Strictly require teachers' morality and ethics, and at the same time regard teaching quality as an important basis for teachers' professional and technical job evaluation and performance assessment. According to the requirements of high-quality application-oriented personnel training, strengthen the construction of teachers' teaching ability, and improve the teacher training system.

#### 4. Conclusion

The training of applied college talents should be combined with its own advantages and characteristics, based on the actual development of the school to formulate the goals for the training of applied talents, clearly position, strive to build a complete teaching curriculum system, reform the teaching model, personally train students, and continuously improve the teaching team Quality and level, integration of production and education, school-enterprise cooperation, actively promote the practice of innovation and entrepreneurship education, constantly sum up experience, and gradually find out a set of real routes that are in line with the cultivation of applied talents in China. Colleges and universities should also take on social responsibilities and regard the cultivation of application-oriented talents as the main direction for the development of college education in order to better serve economic and social development.

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