

Reconstruction of Talent Training Model in Local Universities from the Perspective of Industry-Education Integration

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Abstract. The development of economy and society needs practical talents, and local colleges and universities are an important position to train such talents. Based on the characteristics of the elements of Applied Technology Talents Training under the perspective of integration of industry and education, this paper adopts the theory of "cultural ecology" to construct the ecological development system of local applied universities, including the development goal system of educational ecology, curriculum system, practice system, teacher system and cultural system, and puts forward a multi-coordinated training mode of applied technology talents. To realize the transformation of education from traditional mode to ecological development.

Keywords: Integration of Industry and Education, Local Universities, Reconstruction.

1. Introduction

According to the investigation and analysis of the current cultivation of Applied Technology Talents in universities, there are three modes. The first mode emphasizes that the ultimate goal of cultivating applied technology talents is to improve student comprehensive quality, and the focus of cultivation is to establish students' entrepreneurial consciousness and build the knowledge structure needed for their innovation. The second model is commercial operation. This model mainly teaches students how to innovate and master practical skills by establishing college students pioneering parks and practice bases. It mainly focuses on improving students' innovative knowledge and application skills by means of financial support and theoretical guidance services. The third model is comprehensive. On the one hand, it emphasizes the basic role of innovative education in entrepreneurship education and integrates quality training into professional teaching; on the other hand, it provides students with the necessary funds and technical consultation support for innovation and social practice. As an application-oriented university, it is increasingly an important task for the reform and development of higher education personnel training mode in China to carry out practical and effective education of practical and technical talents, further strengthen the cultivation of students innovative spirit and vocational skills, actively adapt to the complex and changeable environment and actively respond to the severe challenges of the future world.

2. Characteristics of Elements in Training Applied Talents

From the perspective of integration of industry and education, the training mode of applied talents not only emphasizes the goal of adapting to social needs, but also takes the cultivation of innovative spirit and technological application ability as the main line, designs student knowledge, ability, quality structure and training program, and pays more attention to the cultivation of students' ability and quality factors.

2.1 The Characteristics of Knowledge Elements in the Training of Applied Technical Talents.

The knowledge structure of this kind of talents is designed around the actual needs of the first-line production. In the basic work links such as curriculum design and textbook construction, special emphasis is laid on the basic, mature and applicable knowledge, while relatively neglecting the strong pursuit of the discipline system and the high attention to the frontier unknown areas.

2.2 The Characteristics of the Ability Elements in the Cultivation of Applied Technical Talents.

This talent's ability system is also based on the actual needs of first-line production as the core goal. In the ability training, the skilled mastery and flexible application of basic knowledge are particularly highlighted. In comparison, there is no higher requirement for the ability of scientific research and development.

2.3 The Characteristics of Quality Elements in the Training of Applied Technical Talents.

The training process of applied talents emphasizes the combination of first-line production practice, and attaches more importance to practical teaching links such as experimental teaching, production practice and so on. Usually, it is regarded as an important teaching activity for students to master relevant professional knowledge and gather relevant professional skills. For the graduate design and dissertation, which are paid special attention to in the training mode of research-oriented talents, there is generally no excessive requirement.

Applied talents are mainly applied knowledge rather than scientific discovery and creation of new knowledge. The society has a wide demand for such talents. In the process of social industrialization and even informationization, the social demand for this kind of talents occupies a large proportion, which should be the talent training mode that the mass higher education must attach importance to. It is precisely this huge demand for talents that provides a broad space for the development of Higher Vocational and technical colleges. Such talents also need to undergo a complex training process, which can also reflect the level of a school.

3. Construction of Training Model for Applied Technical Talents

Local colleges and universities are characterized by flexibility and locality. Cultivating talents suitable for "serving local economic and social development" can contribute intellectual resources to the adjustment of regional economic structure and upgrading of industrial structure. Provide talent support for the scientific development of regional economy and society.

Talent training is the core task of universities. The training and transportation of graduates adapted to economic restructuring and industrial upgrading development in local colleges and universities will help local colleges and universities to improve their competitiveness in the face of existing competitors, promote the reform of talent training system in local colleges and universities, and promote the connotation development of local colleges and universities. Provide a powerful engine for strengthening the core competitiveness of Private Universities.

Practical ability is one of the core abilities of students, and it is also the fundamental ability to promote students long-term development and overall progress. Under the severe employment situation, local colleges and universities should strengthen the pertinence and effectiveness of practical education, and open up new ways for graduates to obtain employment and start their own businesses. Provide a strong impetus for student long-term development and all-round success.

3.1 Analysis of the Self-factors of Local Colleges and Universities

Most local colleges and universities have a short history of running their own education. Practical education also lacks systematic and professional guidance. In particular, the lack of teachers in practical education has become one of the weaknesses that hinder the sustainable development of education. Local colleges and universities take the training of "applied" talents as the goal, and specialty settings are closer to the market demand, especially the training of trade, market, accounting, law and other professionals tends to be practical. The curriculum of local universities is flexible and easy to accept new courses. The orientation of talent cultivation and educational resources provide organic soil for the development of local universities.

3.2 Utilizing the Theory of Cultural Ecology to Optimize the Education of Local Colleges and Universities

Utilizing the theory of "cultural ecology" to optimize the educational development system of local colleges and universities. The ecological development of local higher education refers to the process of promoting the regular and sustainable development of College Students under the joint action of university, government and society through the coordinated development of higher education and enterprise industry chain. The aim of ecological development of higher education is not only to achieve the basic educational goals, but also to ensure the continuous improvement of the quality of college student development. It also includes that its development must make full and orderly use of limited educational resources and potential external resources to lay the foundation for future development for college students to enter society and practice entrepreneurship.

3.2.1 Optimizing the Development Goals of Education in Local Colleges and Universities

The training objectives are optimized from specialty orientation to compound and comprehensive. To meet the needs of self-development of the educated is the core of local colleges and universities to implement education. Complex and comprehensive training mode is a general-purpose personnel training mode, and is essentially a "market demand type". Because it aims at the broader and longer-term social needs, pays attention to the shaping and improvement of comprehensive quality, so that students training not only adapts to the development of society, but also to the development of human beings. For local colleges and universities, this is an important content to realize the sustainable development of education.

3.2.2 Optimizing the Educational Curriculum System of Local Universities

The curriculum system of educational ecology development in local colleges and universities needs to be integrated into the overall framework of talent cultivation in Colleges and universities, to effectively infiltrate the educational and teaching links of general education and professional courses, and to integrate the ideas of general education into the teaching of public cultural courses, basic professional courses and elective courses. The curriculum system of educational ecology development requires that a personalized, hierarchical and targeted educational curriculum system be designed according to the professional characteristics, learning habits and thinking modes of students of different majors.

3.2.3 Optimizing the Education Practice System of Local Colleges and Universities

Practice teaching is optimized from assistant type to synergistic type. The teaching practice base of local colleges and universities is usually understood as a kind of assistant of teaching. Schools should actively construct, explore ways, implement task-driven and project-oriented, formulate training programs shared with enterprises, students and schools, and support and realize the teaching synergy function of practice bases in three ways. Realize the multi-party collaborative talent training mode.

4. Application-oriented Talents Training Model with Multi-party Coordination

4.1 Talent Training Model of School-Government Cooperation

Colleges and universities absorb government managers, entrepreneurs, management backbone, etc. to establish entrepreneurship education working committee. They are invited to participate in the formulation of practical technical personnel training programs, the construction of curriculum system, and the construction of entrepreneurial practice bases. Actively strive for the support of the territorial Government to the policy environment of College Students innovation and work practice, and gradually form a school-enterprise cooperation system mechanism of practical education and skill education that is suitable for the characteristics of the college.

4.2 Talents Training Model of School-Enterprise Cooperation

In order to strengthen the construction of teachers in practical education, we must integrate with enterprises. We should not only employ qualifications and titles, but also excellent entrepreneurs and skilled craftsmen to enter higher vocational colleges and serve as teachers, so that their entrepreneurial experience can become the most vivid classroom in schools. In particular, a large number of successful entrepreneurs, business celebrities, management experts, marketing experts, financial experts, consultants, analysts, lawyers and government officials should be employed as part-time teachers of practical education, and high-quality talents with practical experience and research expertise should be enriched into the teaching staff. Actively build the training platform, and form the progressive skill training system of "curriculum experiment - Comprehensive Practice - Post Practice - graduation practice". The construction includes multi-media training room, productive training base, school-enterprise cooperative enterprises and other forms of training and practice environment. Actively build "factory in school" and "factory in school", so that teachers can teach at work and students can receive practical training to improve their entrepreneurial ability and labor skills. Schools should also vigorously strengthen the construction of "double-quality" teachers, establish and improve the education mode of student on-the-job practice and integration of work and learning, and provide practical posts with high degree of conformity with specialty for students' on-the-job practice and on-the-job practice.

4.3 Talents Training Model of Collaboration between Students and Teachers

Professional teachers should accumulate work experience, optimize knowledge structure, enhance practical ability and make themselves qualified vocational educators through on-the-job training and other ways. Only in this way can professional teachers play the role of training excellent and innovative talents in the construction of talent training program, curriculum system, teaching methods, training mode and evaluation system of Applied Technology education. According to the idea of combining work with study, and based on the systematization of work process, the main line of "vocational basic course - Vocational Core Course - vocational development course" is designed, which embodies the curriculum system of applied technological innovative talents training based on Vocational post and vocational ability.

5. Enriching the Connotation of School Spirit Construction, Creating an Innovative Atmosphere and Improving the Quality of Vocational Skills

School ethos is the spirit of a university with its own characteristics and some materialization formed in the long-term practice of talent cultivation. It is the fertile soil for the healthy growth of students and plays a very important role in guiding, stimulating and assimilating students. Integrating innovative education, vocational skill education and practical education into the construction of school atmosphere is an important way to train practical and technical talents.

6. Optimizing the Teacher System of Education in Local Colleges and Universities

First, we should strengthen the training of teachers. Universities can employ well-known external experts or entrepreneurs to regularly train teachers in accordance with their own school-running characteristics and educational orientation, so that they can know the latest development of the industry, enrich relevant theories, and improve teaching methods and content. Secondly, teaching teams should be formed jointly. Thirdly, we should strengthen the training of teachers teaching methods.

7. Optimizing the Educational and Cultural System of Local Universities

To construct the ecological development system of higher education, we must attach importance to the cultivation of ecological development culture, create an atmosphere of public opinion conducive to college students learning, and enrich the connotation of school spirit construction. School atmosphere is the fertile soil for the healthy growth of students, which plays an important role in guiding, stimulating and assimilating students. Integrating education into the construction of school atmosphere is an important way to train applied talents.

In addition, we should create a good environment for the development of local colleges and universities from the external construction, and create an environment for the development of local colleges and universities from the perspective of culture and the long-term development of the country and the nation. Local colleges and universities should also change their School-running Concepts and establish the target orientation of personnel training to serve the needs of national economic transformation and industrial upgrading. Reform the traditional curriculum teaching system, build a new talent training system around the new talent training, consolidate the foundation of students practical ability training, and form a good interaction with the government and society.

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