

# Research on the Cultivation of Key Competency of Students in Private Undergraduate Colleges Based on CBE Mode\*

Lili Jing

Changchun University of Finance and Economics  
Changchun, China

**Abstract**—In view of the shortcomings in the construction of key competence training systems for private undergraduate colleges, this paper proposes a stratified training strategy for key competence, namely, “four-self” learning to improve students' application layer abilities, “second” and “third” classrooms to cultivate students' cultivation layer abilities, and the “leaving-blank” education to nurture students' talent layer abilities. In the implementation method, it established the commonly used 24 methods and 4 types of capability development paths are given, and a dynamic adaptive positive feedback closed-loop evaluation system.

**Keywords**—key competence; CBE; private undergraduate colleges; talent cultivation

## I. INTRODUCTION

With the development of science and technology and the upgrading of industrial structure, the demand for applied and compound talents in the society is increasing day by day.

As a new force for the training of applied and compound talents, private undergraduate colleges have a disconnect ion between talent training and social needs. In order to meet the training objectives of applied and compound talents and to integrate advanced educational concepts and teaching models at home and abroad, this paper puts forward the train of thoughts on the key skills of students based on CBE mode. CBE, competency-based education, that is, in the process of talent cultivation, in addition to the cultivation of professional knowledge, it also includes communication ability, interpersonal ability, analytical ability, responsibility, achievement motivation, service awareness, personality, etc., so that the quality of training personnel is more comprehensive, the knowledge is more extensive, and the knowledge application is more flexible, which not only can quickly adapt to the job position, but also has the strong characteristics of sustainable development and ability to be calm when coping with the market's changes, etc. Talents

have strong market competitiveness. This is a forward-looking talent training model.

## II. THE CONNOTATION AND EXTENSION OF KEY COMPETENCE

The key competence was first proposed by the German labor and sociologist D. Mertens. It refers to the basic ability of people in addition to the professional ability of their careers. It is a kind of ability that is suitable for various occupations and can adapt to the changing position with the lifelong sustainable development. This ability is called “key competence” in Germany, Australia, Singapore, mainland China and Taiwan, and “basic competence” in the United States. It is called “soft skills” in the skill assessment system of the National Assessment Association. It is called “basic skills”, “common ability”, etc. in Hong Kong.

The concept of key competence has received wide attention as soon as it is launched, with different interpretations in different countries. In 2017, China's "Opinions on Deepening the Reform of Education System and Mechanism" clearly stated that "it is necessary to focus on cultivating key competence that supports lifelong development and adapts to the requirements of the times, and strengthen the development of key skills of students in the process of cultivating students' basic knowledge and basic skills, cultivating cognitive ability, developing cooperation ability, cultivating innovative ability, and cultivating professional ability."

The connotation of key competence coincides with the ideas of new business and new liberal arts. In the context of new business and new liberal arts, the business community is increasingly demanding the cultivation of 25 "abilities" of students in economics and management specialty, such as communication skills, execution, responsibility, learning ability, initiative, integrity, team awareness, analytical skills, decision making, leadership, ability to influence others, self-confidence, interpersonal skills, resilience, planning and organizational skills, negotiating skills, cost awareness, attention to details, innovation, resilience, problem-solving skills, service awareness and other skills. These abilities are the foundation of an individual's future career success and happiness. However, industry employers' survey reports indicate that current management students have serious

\*Fund Projects:

2016 Key Project of Education Science Planning in Jilin Province “Research on Teaching Reform of Private Undergraduate Colleges Based on CBE Mode” (Contract Number: ZD16070);

Changchun University of Finance and Economics Teaching Reform and Construction Project: Exploration and practice of talent cultivation in “School-enterprise Cooperation, Production-education Integration”.

shortcomings in these core competencies. To this end, private colleges and universities of finance and economics should highlight the characteristics and advantages of applied and compound talent training, and occupy a certain right to speak in higher education. It is necessary to carry out new educational reforms to develop and broaden students' transfer ability, and knowledge to better meet the challenges of the new business and new liberal arts revolution."

### III. CURRENT STATUS OF KEY COMPETENCE DEVELOPMENT

#### A. *Overview of the Training of Applied and Compound Talents Domestic and Overseas*

There are two main types of applied and compound talent training models: one is in-class practice based on classroom discussion and case analysis, and the other is extracurricular practice based on corporate practice and occupational adaptation plan. In particular, the latter is the main development direction of practical teaching, and it is a socialized training model that breaks the campus, that is, puts talent training into specific school-enterprise research and management projects.

Foreign countries have always attached great importance to the cultivation of applied and compound talents, emphasizing the management of the "export" (i.e., employment and socialization) of talent training. The practical education concept and system are relatively perfect, and the implementation effect is better. Corresponding institutionalized documents such as the US "Towards a Learning Society — Diversified Approaches to Life, Work, and Service Activities", Europe's "Teaching and Learning: Towards a Learning Society," and Japan's "Cultural Education Policy ", etc., have put forward a relatively clear social training, school-enterprise cooperation goals and procedures. Foreign application of compound training emphasizes the link of "jumping out of campus". For example, the University of Arkansas in the United States stipulates that college students must participate in relevant academic environment activities that are not part of the classroom, and encourage undergraduates to participate in various studies such as overseas study and intercollegiate cooperation. The University of California also offers a range of practical skills development certifications such as cooperative education programs and certificate programs. The University of Cambridge has extensively jumped out of the ivory tower and carried out extensive cooperation projects on "production, learning and research" to strengthen the links between university elites and the public.

Chinese domestic universities have also made a lot of explorations on applied and compound training models. The ideas of practical teaching also include "college-enterprise integration", "integration of production, study and research", certificate certification, etc. The main implementation modes include 3+1, 2+2, and other modes. However, many applied private undergraduate colleges' practical teaching systems still lack scientific institutionalized documents and link control, and cannot penetrate the entire training system.

#### B. *Current Status of Key Competence Training*

1) *Ability training is not systematic and cannot be integrated with the curriculum system and course content:* Under the conditions of the credit system, students are earning credits through the course study in the classroom. Many private finance and economics undergraduate colleges have only cultivated their abilities. They have not really combined the ability training and curriculum, so that every student can effectively improve his or her abilities. The ability training system requires the school to carry out the top-level design according to the ability points that the experts, the instructors, the enterprise tutors, the employers, the graduates, and the third-party evaluation agencies require the students to achieve. In the curriculum system, it is necessary to set up a course that can support key abilities. It is also necessary to cooperate with the teacher. When the course content is arranged, it is used as a carrier for capacity training, so that the ability training can be truly implemented.

2) *Lack of evaluation system suitable for key competence training:* At present, many courses use a variety of evaluation methods, but the core content of the evaluation is centered on the knowledge level, and students are assessed on the depth and breadth of knowledge points. Under this kind of assessment, the students' theoretical foundation is relatively solid, but the ability outside the profession is relatively weak. The "high scores and low abilities" reflects the disconnection between the education and social needs of the university. The talents needed by the society are not only "specialists", but also "apply interdisciplinary talents" so that it can be coped with the ever-changing market. Therefore, it should be established a phased evaluation system for capacity training. Students will dynamically adjust their efforts according to the assessment results and make up shortcomings. It is an important path to ensure the quality of applied talents.

### IV. HIERARCHICAL TRAINING STRATEGY FOR KEY COMPETENCE

#### A. *Layering of Key Competence*

The research report on employment issues pointed out that key competence can be divided into application layer, cultivation layer and talent layer.

1) *Application layer:* Application layer soft capabilities include interpersonal communication, communication skills, analytical skills, planning and organizational skills, teamwork, negotiation, decision making, innovation and problem solving.

2) *Cultivation layer:* The soft ability of the cultivation layer is the psychological ability formed through long-term accumulation and cultivation, including self-confidence, responsibility, achievement motivation, and service awareness.

3) *Talent layer*: The talent level softness ability is based on innate physiological differences, such as intuition, beauty, personality traits, personality and so on.

#### *B. Training Strategies for Key Competence*

Analysis of the three levels of ability characteristics can be found: the various capabilities of the application layer, people can choose the appropriate course package, through the "learning" way to enhance the students' ability; the various skills of the cultivation layer, can be in the form of the second class, through the "cultivation" way to enhance students' corresponding abilities; the various abilities of the talent layer can enhance the corresponding abilities of students by means of "edification" through the overall atmosphere of teachers, classes, schools and leaving-blank education. Thus, "key competence" is observable, analyzable, and nurturing.

1) *"Four-self" learning ability to develop students' abilities of application layer*: That is to choose the instructor, choose the internship unit and internship position independently, choose the form of learning independently, and determine the development direction independently to meet the development needs of students' diversity.

a) *Independently choose the tutor*: Students can choose their own tutors in the second and third grades. Under the guidance of the tutors, students can choose different elective courses according to the tutor's research direction and their professional development plan.

b) *Independently choose the internship unit and internship position*: Students can complete the corresponding credits in the school and complete the normal teaching tasks. They can select the corresponding internship units and internship positions from the internship base library according to their own interests and specialties.

c) *Independently choose the form of learning*: Students choose their own styles and platforms according to their personal characteristics and development plans through research centers, studios, off-campus practice bases, interest groups, student associations, academic competitions, summer practice, and teacher research projects to choose the suitable learning forms for themselves, improving their overall quality and various skills.

d) *Independently determine the direction of development*: The college can have excellent classes, postgraduate courses, competition classes and corporate training classes, excellent classes to train high-level management managers, postgraduate courses to cultivate academic research capabilities, competition classes to cultivate innovative abilities, and corporate training courses for straight-through talents. Students have their own strengths. They can determine their development direction according to their own strengths and interests, and join the corresponding classes to develop relevant capabilities.

2) *"Second" and "third" classrooms to develop students' abilities of cultivation layers*: The "second" and "third" classrooms focus on improving students' comprehensive

quality and take the students' ideological growth, social practice, volunteer service, cultural and sports activities, social work and skills and other related projects as the carrier, relying on the school's abundant resources to carry out a series of open activities, such as thought-leading activities, social practice activities, international exchange visits, volunteer services, humanities literacy classes, art practice, mental health counseling, physical fitness, various competitions, skills training, etc. In this process, the student's self-awareness is very important. In the early stage, students have a basic understanding of their abilities and qualities through self-perception, self-observation, self-analysis and self-criticism, and combined with the evaluation results of the ability evaluation system to determine the current lack of ability, so as to choose projects targetedly that support this capability, plan and promote individual empowerment. In the "second" and "third" classes, according to the students' growth and development rules, many abilities are in the process of getting along with their peers. Therefore, students should be actively created such an opportunity and platform to encourage students to participate in group activities, through group discussions, forums, seminars, debates, salons and other forms, so that students in the process of communication can generate a spark of thought collision and gain insight and experience. It has a positive impact on the improvement of students' sense of responsibility, achievement motivation and service awareness.

3) *"Leaving-blank" education to develop students' abilities of talent layer*: It means leaving enough space and time for individual development in the setting of the training plan, so that students have the spare power to tap the individual's potential, stimulate the interest of learning, and improve the quality and ability. For example, students' weekly school hours are controlled at around 20 hours, and they have more time to study independently each week. Students can use it to learn Chinese studies, literature, philosophy, logic, music, fine arts, natural sciences, innovation and entrepreneurship. The completion time of the case teaching works is extended to the whole semester. Students can use the Saturday, Sunday or spare time to enter the laboratory to receive tutor counseling. It will be necessary to set a certain proportion of professional elective courses, professional minor courses, and general elective courses to meet the individual needs of students. In the first grade, schools need to set up a professional transfer mechanism to meet the needs of students' development and adjustment. The enterprise learning course should be in contact with a number of enterprises, and the indicators will be reserved for students to choose.

In the process of implementation, the above strategies should be based on the individuality, motivation and willingness of the students, combined with the requirements of "excellent performance", complementing the shortcomings of ability, student-oriented, teaching students in accordance with their aptitude, using relevant teaching

methods, and strengthening the key abilities of individual students with target. Among them, experiential method, communication method, interpretation method and reflective method are effective ways for individuals to acquire knowledge and ability. Teachers can flexibly combine various methods according to their corresponding ability points, and guide students to adopt various ways and infuse them into students' study life, effectively improving the subjective initiative of students, and making the development of the abilities to the ground.

#### V. KEY COMPETENCE EVALUATION SYSTEM

The evaluation system of key competence should comprehensively consider the opinions of schools, teachers, employers, industry experts, third-party evaluation agencies, and graduates, establish a big data-driven feedback deep training network model, and conduct predictive evaluation of core assessment points to obtain instructive information such as comprehensive and reliable ability advantages, shortcomings, and elective suggestions for the next semester. At the same time, in the course selection system, the teaching methods adopted by each course, the ability to support, etc. should be clarified to facilitate students' choice. Students are evaluated once before each semester, and it is best to establish long-term files, including feedback from students after graduation. For the core assessment points, according to social needs, through expert argumentation, regular updates and adjustments, it will be of great significance to achieve the evaluation system dynamic adaptive positive feedback closed loop function.

#### VI. CONCLUSION

As teaching concept centered on ability cultivation, CBE theory can improve students' comprehensive competitive ability, significantly solve the shortage of practical teaching in private finance and economics courses in private colleges and universities, and is applicable to the teaching reform of the curriculum system.

#### REFERENCES

- [1] Bao Jingyi, Zou Yiqin, Yu Lin, Zheng Zhongqiao, Zhuang Hua, Research on CBE-based Key Talents Training Model [J] Science and Technology Innovation Herald, 2015, No.25, P250-252. (in Chinese)
- [2] He Zhimin, Research on CBE Training Mode of Applied Talents in Colleges and Universities [J] Think Tank Era, 2018, No.36, P267-268. (in Chinese)
- [3] Li Ying, Zeng Xianwen, Zhang Zichun. Exploration of vocational core competence and work values embedded in higher vocational education [J]. Modern Education Science, 2011(6): 129-130. (in Chinese)