



# Research on the Talent Training Mode of Multi-dimensional Training, Multi-specialty Integration and Multi-layer Cooperation in Finance and Economic Majors

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**Abstract.** With the development of information technology and economic transformation and upgrading, the demand for talents of enterprises has changed from a single skill requirement to a composite and innovative technical skill talent. However, the current finance and economics majors of higher vocational colleges are based on the development of talent training programs. The development of this professional skill rarely considers the cultivation of students' compound abilities, and the curriculum system also lacks the integration of relevant professional courses, so it cannot meet the needs of enterprises for cross-border and cross-disciplinary compound talents.

**Keyword:** Multi-dimensional training · Multi-professional integration · Multi-layer collaboration · Talent training model reform

## 1 Introduction

The era of artificial intelligence and big data calls for innovative and compound talents, and higher vocational colleges have the mission of cultivating innovative and entrepreneurial and compound technical talents. The Ministry of Education of China issued the “National Vocational Education Reform Implementation Plan” in January 2019, proposing to deepen the reform of the training model for compound technical skills, learn from the common practices of international vocational education and training, and start the pilot work of the 1+X certificate system. The essence of “1+X” skills is based on one major, supplemented by related professional skills (Zou 2019; Cao 2019) [1, 2]. The purpose is to cultivate general management talents with one specialization and multiple abilities, which also meets the requirements for talents of enterprises in the new era (Yuan 2019; Yang and Rao 2019; Wang 2019; Sun 2020) [3–6]. According to the survey, the average person needs to change occupations 3 times in his life, especially with the advent of the intelligent age, social changes intensify, the past occupations are being replaced by robots, such as road toll collectors, bank tellers and other positions are being replaced by information equipment. Experts predict that in the future, more and more occupations will disappear, and the frequency of people's active and passive conversion

of occupations will be higher, so the requirements for the compound ability of talents will be higher. However, higher vocational colleges still focus on cultivating students' professional skills in exploring the training of talents in finance and economics, and seldom consider the training of other professional skills. The setting of the curriculum system also integrates other related professional courses. This leads to some students who want to make career transition after graduation, but they cannot successfully transition due to lack of other relevant professional skills, and eventually even lose their jobs (Wang 2019; Qiong 2019) [5, 7]. For example, for a long time, the accounting professional training goal still focuses on the training of professional skills such as bookkeeping and accounting, but not enough attention is paid to the training of management ability, professionalism, information application, innovation and other abilities. Therefore, graduates can be competent for traditional positions such as accounting and accounting. However, with the development of new technologies, traditional accounting is gradually being replaced by intelligent systems, and accounting is transforming to management accounting. This requires accounting personnel to have professional skills in marketing and management at the same time (Xing 2019) [8]. If the training target is still singular, the cultivation of accounting ability will cause graduates to be unable to adapt to the social demand trend of the transition to management accounting, and even eventually become unemployed. It requires accounting practitioners both have marketing and management professional skills. If higher vocational colleges still target a single accounting ability training, it will cause graduates to be unable to adapt to the social demand trend of the transition to management accounting (Hu and Xie 2019) [9, 10]. Therefore, in order to solve the problem of the disconnection between talent training and the needs of financial talents in the new era, this article summarized multi-dimensional training, multi-disciplinary integration, and multi-level collaboration talent training model on the basis of years of practical exploration of talent training for financial professionals in Heyuan Polytechnic.

## **2 Ideas for Constructing the Talent Training Model with Multiple Training, Multi-professional Integration and Multi-level Collaboration in Higher Vocational Finance and Economics Majors**

In order to enable the training of financial professionals to adapt to the new needs of enterprises for financial talents under the background of the new era, and adapt to the new requirements of enterprises for job capabilities, based on the extensive research on the status quo and trends of talents demand for financial and economic jobs by enterprises, this article constructs a talent training model featuring multi-dimensional training, multi-discipline integration and multi-level collaboration in finance and economics majors. After 4 years of practice, the model has realized the sustainable improvement of students' knowledge, skills, and literacy, it can effectively improve the quality of talent training in finance and economics, so the model can effectively meet the requirements of students' employment and future career development.

## **2.1 Multi-dimensional Training**

The first dimension is versatility: cultivating financial talents in higher vocational colleges for development, compound, and innovative talents with one specialty and multiple abilities; The second dimension of diversified training: through professional regular classrooms, virtual simulation classrooms, off-campus practice, second classrooms, etc. to achieve diversified training of talents; The third dimension is multi-layer collaboration, including the collaborative training of the basic layer, the professional skills layer, and the vocational skills layer.

## **2.2 Multi-specialty Integration**

Multi-specialty Integration means structure the mutual establishment of relevant professional basic courses in accounting, business management, logistics management, marketing and other financial professionals, and the establishment of cross-professional virtual simulation training courses to share professional group resources. In this way, it is possible to meet the requirements of “1+X” skills that are based on this major and supplemented by related professional skills, and cultivate a multi-functional financial professional talent. Through the multi-professional fusion training model, the sustainable development of students’ compound abilities and comprehensive qualities is finally realized.

## **2.3 Multi-layer Cooperation**

Multi-layer Cooperation refers to the construction of three collaboration levels of talent training skills: basic level, professional skill level and vocational skill level. The model cultivates students’ professional knowledge and basic professional skills through the basic level, realizes the conversion of the knowledge and methods learned in the regular classroom through the professional skills level, examines and strengthens the students to participate in virtual simulation training and internships through the vocational skills layer (expansion layer). At the same time, the model also integrates the three elements of innovation and entrepreneurship, craftsmanship and lifelong learning into the whole process of talent training.

# **3 The Talent Training Model Path of Multi-dimensional Training, Multi Specialty Integration and Multi-layer Cooperation in Finance and Economics Majors**

In order to implement the Multi-dimensional Training, Multi-professional integration, Multi-level collaboration of financial professional talent training model, it will be necessary to research and revise the talent training model, carry out the reconstruction of the curriculum system, and continuously improve the teaching environment and teaching resources. To ensure that development, compound, and innovative high-quality skilled financial professionals can be cultivated. Only in this way, higher vocational colleges can cultivate development, compound, and innovative high-quality skilled financial professionals.

### **3.1 Revision of the Talent Training Model**

The talent training plan is the basic basis for professional training. Therefore, to build a training model of multi-dimensional training, multi-professional integration, and multi-layer collaboration, we must first revise the existing professional talent training plan according to the basic ideas of this model. First, talent training plan should make full use of the industries and job-related characteristics of various professional talents in finance and commerce, and jointly builds and shares teaching resources, promotes the mutual penetration of professional capabilities and knowledge, and mutual improvement of professional skills. Second, we should focus on school-enterprise cooperation, jointly review and approve talent training plan, and jointly develop school-enterprise integration practice courses. So students can learn corporate culture and train vocational skills through courses such as understanding internships, professional internships, and on-the-job internships. Third, the ability of students should be trained step by step. The first stage cultivates students' general basic abilities in financial and commercial enterprise positions; the second stage cultivates students' professional ability to solve practical problems; the third stage cultivates students' professional development ability and comprehensive application ability in real scenarios. The content of students' learning should be consistent with the actual work tasks, and the learning process should be consistent with the work process.

### **3.2 Reconstruction of the Curriculum System**

The curriculum system should achieve the training goal of one specialization and multiple abilities. So, the construction of the curriculum system should be under the guidance of the Professional Group Construction Steering Committee, and schools and enterprises should jointly analyze typical professional activities and work tasks, extract the core competencies required in professional activities, and refine them into general basic competencies and professional competencies according to the corresponding employment positions of each major. The first layer is the base layer. Mainly offer general basic courses such as accounting foundation, management foundation, economic foundation, etc. to train students' general basic abilities. The second level is the professional level. It mainly offers professional core skills courses to enhance students' professional ability. The third layer is the expansion layer: it mainly offers courses such as cross-professional simulation training, graduation design and graduation practice to enhance students' professional development ability and comprehensive application ability. At the same time, we should optimize the curriculum structure according to the characteristics of the industry background, carry out a series of reforms in the curriculum, teaching content and teaching methods, build a progressive curriculum system, and cultivate students' lifelong learning ability.

### **3.3 Building a Teacher Team of Professional and Integrated High-Level “DUal-Qualified”**

By dispatching full-time teachers to practice bases for observation, and training in enterprises, etc., we improve the ability of teachers to solve practical problems in the industry,

and increase the number of “double-qualified” teachers in the professional teaching team. By letting teachers focus on the “1+X” certificate certification, we have built a composite teacher team. We hire skilled craftsmen from enterprises as professional part-time teachers. In order to improve the matching degree of teaching content and corporate needs, we let part-time teachers participate in teaching in a variety of ways such as internships, lectures, and on-campus practical teaching. At the same time, we organize part-time teachers to participate in school training, teaching and research activities, pairing and mutual assistance activities with full-time teachers, etc. to enhance the teaching ability of part-time teachers.

### 3.4 Innovative Teaching Concepts and Teaching Methods

Through the integration of a new generation of information technology, we effectively promote the classroom revolution. Through the using of modern information technology, we promote online and offline mixed teaching, mobile learning, real-time interaction, remote collaboration and other information teaching innovations. We guide students to learn through inquiry, experience and collaboration in order to increase their interest in learning. We recruit business experts to participate in the construction of teaching materials. By introducing the latest cases of the company, extracting knowledge and skills from typical work tasks into the textbooks, we have compiled a combination of work and learning books in order to meet the needs of the company’s positions. According to students’ learning needs for contextualization, dynamics, and visualization, new forms of teaching materials with loose-leaf textbooks and supporting resources are developed.

## 4 Conclusions

The high-quality economic development puts forward new requirements for the training of talents in higher vocational education in the new era. With the development of new technologies such as artificial intelligence and big data, career changes have been accelerating. The demand for financial professionals has shifted from single-skilled talents to compound and innovative talents with multi-disciplinary integration. However, the current training of financial talents in higher vocational colleges has not been able to meet the requirements of enterprises for talents. In order to solve this problem, the article constructed a multi-dimensional training, multi-professional integration, and multi-level coordination of financial professional talent training mode to adapt to the new requirements of enterprises in the new era for talents. It also elaborates on the talent training model of multi-dimensional training, multi-professional integration, and multi-layer collaboration from construction ideas and realization paths, which can provide reference for the training of financial talents in higher vocational colleges.

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