Innovative Exploration of Teaching Mode of Talent Quality Assessment Course Based on 3C Mode

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Abstract. Through the reconstruction of the teaching system of the course "Talent Quality Assessment", the function of "flipped classroom + simulation experiment + scientific research center + student community + social service" will be integrated to improve the students' learning initiative and interest, activate the classroom atmosphere, strengthen the effective interaction between teachers and students, and solve the problems of students' basic differences and uneven classroom reception ability. Let students experience the complete process from theory to practice, from learning to research and development, from simulation to evaluation implementation, from school to society, and expand and improve the teaching concept of talent quality evaluation course while improving students' comprehensive ability.

Keywords: 3c model · Talent quality evaluation · Innovation of teaching mode

1   Introduction

Talent Quality Assessment is the core required course of human resource management specialty and a basic means that human resource management workers must master. This course covers the knowledge of management and psychology. It is rich in content, theoretical and practical. Through the course teaching, students need to master the main technology of talent quality evaluation, such as psychological test, interview and evaluation center, and be able to reasonably analyze and apply the results of talent quality evaluation, grasp the internal quality of individuals through explicit behavior, achieve the matching of people and posts, make the best use of people, and improve the overall efficiency of human resources management.

Today's human resources management industry requires practitioners not only to be limited to the management skills of personnel procedures, but also to play the role of strategic partner, efficiency expert, change pioneer and employee backing in the enterprise. Among them, talent screening, selection and training are the most important, which requires practitioners to have rich theoretical basic knowledge and strong practical ability. So, the teaching of knowledge in teaching is on the one hand. How to apply the

knowledge in books to actual management activities and meet the needs of the market and enterprises is particularly important. However, in the past, both the theoretical teaching mode and the practical teaching method are too old, and there is a phenomenon that knowledge teaching is more important than ability training, which makes the practical teaching and theoretical teaching disconnected, and there is a certain deviation between talent training and enterprise needs. In addition, with the rapid development of information technology, students have wider access to knowledge. If teachers still display a single and outdated teaching content and means in the curriculum, students will lose interest in the classroom [1].

Through the tracking of graduates engaged in human resources management industry in recent years, it is found that graduates choose to continue their studies at home and abroad, and employment become two major destinations. College students who choose to continue their studies will often find that their undergraduate study lacks systematicness and comprehensiveness, and they know little about the application of human resources management process and talent screening and selection technology. Graduates who enter enterprises are often trapped in poor practical ability, lack of practical experience, and need a long time to adapt to practical work.

Therefore, it is necessary to carry out in-depth reform of the curriculum system from the perspective of the actual needs of students' enrollment and employment, and from the perspective of the reform and innovation of teaching models and methods.

2   Problems and Deficiencies in the Teaching of Talent Quality Evaluation Course

2.1   The Teaching Method Does not Match the Needs of Students

Because the course of talent quality assessment is highly theoretical and must be based on multiple disciplines, it is difficult to meet the requirements of mastering knowledge points only by traditional indoctrination learning in the classroom. At present, there is a lack of students' learning initiative in classroom teaching: too much theoretical content, lack of interest in learning; The classroom atmosphere is relatively dull, and there is a lack of interaction between teachers and students; Students' basic and classroom reception abilities are uneven; Teachers and students are not satisfied with the course effect [2].

2.2   The Teaching Content is Out of Line with the Requirements of the Enterprise

No matter the content of teaching materials or teaching methods, the learning content is disconnected from the needs of enterprises, and it is difficult to play a role in the practical application of enterprises. The students' theoretical knowledge is not solid, and their operational ability is even less, which is far from the basic requirements of enterprises [3].

2.3   Teaching Methods Do not Match the Development of the Times

Talent screening and selection has always used the traditional psychological evaluation, interview, leaderless group discussion and other methods to conduct talent screening

and evaluation, while the traditional talent evaluation focuses on cognition but ignores behavior, has false face, has low measurement reliability and validity, and has high talent evaluation cost, and the evaluation process is relatively simple and boring, which affects the experience of talent evaluation and the accuracy of evaluation results, and lacks advanced teaching equipment and instruments [4, 5].

2.4 The Effect of Practical Teaching Needs to Be Strengthened

Practical teaching can enable students to exercise in the actual situation of manpower evaluation and improve their ability to solve problems. At present, there are few practical teaching hours in practical teaching; The experimental teaching software is used less frequently, and the update is slow; More simulation practice and less actual operation; More case analysis and discussion, less in-depth enterprise experience; Students' satisfaction with practical teaching is low, etc. [6–8].

3 Practice and Exploration of Teaching Mode of Talent Quality Assessment Course Based on 3C Model

In the era of social transformation and the emergence of new technologies represented by artificial intelligence, the value of talent quality assessment curriculum needs to be reconsidered, and the logic of its curriculum needs to be analyzed as a whole. Therefore, this study puts forward the "3C" teaching mode concept of "Talent Quality Assessment".The Chinese and English letters "C" in "3C" represent "Class", "Center" and "Company" respectively. Class refers to "flipped classroom teaching centered on students and assisted by teachers"; Center refers to "professional skills training relying on virtual simulation center, student community and other platforms"; Company refers to "providing social services for the enterprise industry with professional capabilities". The "3C" model covers the contents and forms of classroom teaching, practical teaching methods and forms, scientific research and competitions, and social service objects and forms. The "trinity" teaching mode is both a means and an end, and an organic combination of means and ends. Its structure is shown in Fig. 1.

3.1 Change the Teaching Method and Integrate the Flipped Classroom with the Rain Classroom

On the basis of in-depth analysis of the advantages, characteristics and cases of the Rain Classroom Platform and Flipped Classroom, a four-in-one teaching mode of "one center (students), two evaluations (process evaluation and result evaluation), three links (before, during and after class), and four interactions (teachers, students, resources, and platform)" of the talent quality evaluation course based on the Rain Classroom Platform is constructed.
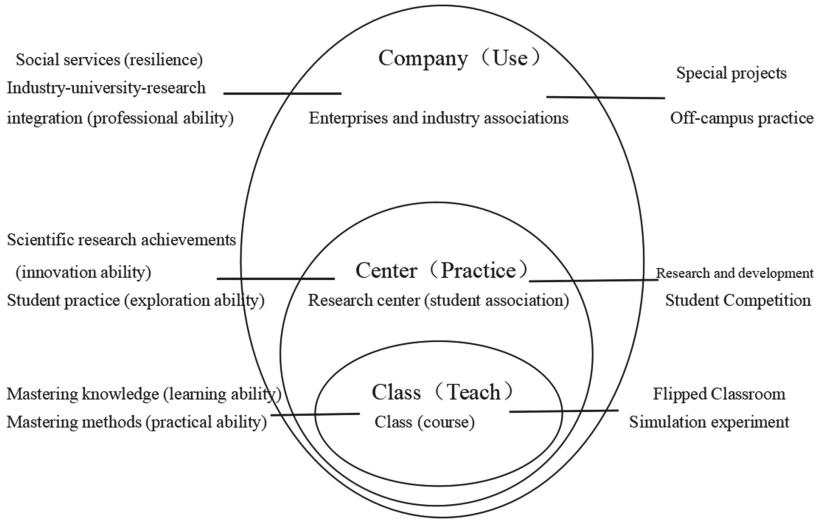
Fig. 1. 3C course construction mode of Talent Quality Assessment

3.2 Innovate Practical Teaching Methods and Introduce VR Virtual Simulation Evaluation Technology

VR virtual simulation evaluation adopts the theory of "person-post matching principle", "individual difference" and other theories, based on VR, big data and other technologies, to simulate the teaching situation that is difficult to achieve by traditional test scales and software. Through the combination of "language + behavior + physiology", it can enhance the experience of the experiment, improve the accuracy of the test, enable students to master the test methods and processes, and deepen the understanding of classroom teaching content [9]. Features are mainly reflected in:

Feature 1: "language + behavior + physiology" three-dimensional framework design. The practice course combines VR virtual simulation technology with eye movement equipment of psychology, and carries out experimental design from three dimensions of language, behavior and physiology to meet the requirements of making the application of workplace situation more vivid and the evaluation more accurate after testing, which can better combine the assessment of occupational potential with modern data technology, improve the vividness and effectiveness of the course, and enrich the means and content of practical training.

Feature 2: "visualization + interactive" whole-process training. Using modern means, using mobile phones and VR glasses, the students can visualize many evaluation situations and characters, make students understand some workplace situations more thoroughly, and make judgments and choices that are more consistent with their real abilities; On the other hand, due to the change of teaching methods and means, the whole practice process can realize two-way interaction between students and teachers, enrich the methods and resources of practice teaching, pay more attention to the

sharing and radiation effect of practice, extend the time and space of traditional teaching, expand the breadth and depth of teaching, and make the traditional teaching more three-dimensional.

Therefore, this study combines VR and big data technology with course practice teaching, and takes the professional potential assessment as the starting point to simulate the teaching situation that is difficult to achieve by traditional test scales and software. Through the language projection, scenario selection, physiological indicators, and behavioral information in the test process, it effectively solves the three major drawbacks of traditional assessment, namely, emphasizing cognition over behavior, social expectation effect, and single boring, The "theoretical questionnaire" evaluation mode is upgraded to "immersive experience VR" evaluation mode to enhance the experience of practice and improve the accuracy of the test.

3.3   Integration of Research and Competition to Realize the Integration of Evaluation Technology and Scientific Research Projects

On the one hand, relying on the big data evaluation center of the leadership potential evaluation of Boya Leadto, teachers have recruited students to participate in scientific and technological innovation research, and introduced enterprise evaluation technology research and development projects, scientific research projects and innovative research into the teaching process. For example, based on the VR evaluation report, collect the evaluation results of students in different majors from a horizontal perspective, and conduct comparative analysis to consider the professional heterogeneity such as leadership; From a vertical perspective, take a certain major as the research object, compare the difference between the time of entering school and the time of graduation, and consider the talent training process. On the other hand, relying on the talent quality evaluation association and taking students as the main body, we will carry out innovation and entrepreneurship competitions in the field of talent quality evaluation for college students, cultivate students' learning interest and develop creative potential, stimulate innovative spirit, and at the same time, the competition will help students to expand their thinking, and actively obtain a large number of future talent evaluation information during the competition, so as to broaden the breadth of knowledge and enhance professional evaluation skills.

3.4   Industry-University-Research Collaboration and Innovation to Enhance Social Service Capacity

The professional potential evaluation can realize long-term tracking service for the evaluated object, constantly update the potential database, and carry out sustainable testing for the evaluator, so that the professional ability can achieve a spiral rise. At the same time, each evaluator will receive an evaluation report of his/her own after the evaluation, which can provide customized curriculum services and extend to social services.

Through taking the initiative to carry out in-depth research on scientific and technological innovation in enterprises or industry associations, excavate, sort out and summarize the needs of enterprises in scientific and technological innovation, form a list of enterprises' technological needs, and promote the collaborative innovation of industry,

university and research [10], so as to carry out technical support and services in the aspects of enterprise talent development strategy, enterprise talent quality evaluation, selection and assessment, and training and training of personnel at all levels and various positions.

4   The Effect and Evaluation of the Teaching Mode of Talent Quality Evaluation Course Based on 3C Model

4.1   Change Teaching Methods, Innovate Practical Means, and Achieve Remarkable Results in Teaching Reform

Flipped classroom teaching based on the rain classroom platform can improve students' mastery of knowledge points to a certain extent. Through the comparison of students' pre-test and post-test in class, the accuracy of the same test content has been greatly improved after the teacher's explanation of knowledge points and the group discussion between students. In addition, in the final exam, the average score of flipped class is better than that of traditional class, and the number of students who fail is very few.

Through the communication with the teachers, we found that the teachers agreed that the flipped classroom teaching mode based on the rain classroom platform is conducive to students' mastery of knowledge points to a certain extent, which is reflected in the active classroom atmosphere, teaching results and improved performance. However, there is still room for further improvement in the aspects of flip diversification and flip process. For example, the diversification of rollover reflects the content, scale and form of rollover. The flipping process is reflected in self-study, classroom group discussion and after-class consolidation.

4.2   The Combination of Research and Competition Improves Students' Innovation Ability

On the basis of the curriculum reform, the 2022 Liaoning Provincial Undergraduate Innovation and Entrepreneurship Competition for Undergraduate Students in Ordinary Schools - the Undergraduate Leadership Potential Improvement Competition was held. The practice competition is not only the extension of the curriculum, but also a good verification of the effect of students' curriculum learning. At the same time, it provides sufficient practice opportunities for the "Talent Quality Assessment" course, and lays a solid foundation for teaching reform. At the same time, the teacher led the students to carry out the research on the current situation of college students' leadership potential. Through the two-way drive of scientific research and innovation competition, the students' learning interest was cultivated, their professional skills were improved, their knowledge range was expanded, and their practical and innovative abilities were strengthened.

4.3   The Combination of Production and Education Enhances the Social Service Ability

On the basis of the promotion of teaching reform and the integration of research and competition, we will take the initiative to carry out in-depth research on scientific and

technological innovation in enterprises, excavate, sort out and summarize the needs of enterprises in scientific and technological innovation, form a list of enterprise technological needs, and connect with the scientific research and innovation teams of colleges and universities in the city to promote cooperation between industry, university and research. In 2021, 14 enterprises will be surveyed and visited, 5 enterprises will be provided with professional potential assessment, 9 psychological quality and comprehensive ability assessment, 13 special lectures and experiential training, and 1 school-enterprise cooperation project will be signed. In the first half of 2022, in combination with the needs of enterprises and institutions, we will conduct professional potential assessment for 316 middle-level cadres and league cadres in 11 enterprises and institutions, so as to carry out technical support and services in the aspects of enterprise talent development strategy, enterprise talent quality assessment, selection and assessment, and training and training of personnel at all levels and various positions.

5   Conclusions

This research takes the talent quality evaluation course as the starting point, and through the research and exploration of the talent quality evaluation course construction, forms the 3C course construction mode of "based on the flipped classroom (Class), relying on the virtual simulation center (Center), and serving the enterprise society (Company)", creates high-quality golden courses, improves the comprehensive ability of students, and promotes the integrated development of production, learning, research and application, It lays a foundation for the society to cultivate high-quality human resources management professionals. However, it is still necessary to further explore more effective forms in terms of collaborative innovation of production, education, research and application, and enhancement of social service capacity.

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