

Construction of Talents Training System based on Application Ability

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Abstract. This article takes the real estate profession as an example to construct the talents training system, from the talent training goal, the curriculum system establishment, the practice teaching system construction, the practice base construction and the academic ability appraisal system and so on.

Introduction

In the "International Standard Classification of Education" (1997) approved by UNESCO, Higher Education is divided into two stages: the first stage (sequence number 5) is equivalent to college, undergraduate and graduate education; the second phase (sequence number 6) equivalent to doctoral education. The first stage is divided into 5A, 5B categories, 5A class is theory-based; 5B class is practical technology-based; 5A is divided into categories 5A1 and 5A2, 5A1 generally prepare for the study, 5A2 are generally engaged in high-tech applications professional education. This will be divided into 5A1, 5A2. So the higher education the level 5 is divided into three types: academic research talents, applied talents and practical technical talents [1].

Applied talent is good at applying mature technology and skilled talents into actual production practice. The differences between research talents, applied talents and practical technical talents are mainly reflected in the two aspects: one is the practical talents cultivation target and another is specification [2]. Applied talents is engaged in high-tech application of scientific theory to work, the use of theoretical knowledge and methods to solve practical problems, cultivating comprehensive ability and practical ability and strong technical innovation ability and social adaptability. In real estate professional, for example, the biggest feature of Real Estate Professionals is "applied", which is mainly engaged in real estate business professionals work, with a strong practical, is familiar with the planning and design, to understand the budget and final accounts of knowledge, familiar with the real estate policy and regulations, master the real estate economy and management practices, and a comprehensive coordination, for practical work on real estate development, management and other practical work.

Construction of Applied Talents Training System

Practical Training Objectives should be Clear. Practical training objectives should be clearly expressed: service orientation, including service space and service level, which is based on the local service area and business-oriented front-line operational posts; outstanding competency-based, employment-oriented to clarify the basic skills and basic literacy mastered by graduation students; the ability to independently engage in what kind of specific job positions[3].

On this basis, the applied talents training objectives of real estate professional was established: to adapt to the development of the real estate industry needs, applied talents should be capable of work in the real estate and real estate-related departments. They should possess professional knowledge of economic, management, law and civil engineering technology; possess professional skills and comprehensive skills of real estate investment analysis, real estate project planning, project management, real estate development and management, real estate appraisal and property management aspects. They should possess a strong professional comprehensive quality and ability, practical ability, innovation ability, with a healthy personality and good quality social adaptability.

The Setting of the Curriculum System should be Improved According to Practical Training Objectives. Curriculum system is an important part of the applied talents training system, improving curriculum at the guidance of cultivating the ability to enhance students' professional competence is an important guarantee to realize the goal of training applied talents [4]. The setting of the curriculum system in some colleges and universities still use the traditional way, takes discipline as the main line, both basic courses, and emerging professional courses, the limit of the total hours results in reduction of hours of professional courses, which causes some professional courses as a cursory glance. Meanwhile, professional courses without a core curriculum and the arrangement of the curriculum system lack of hierarchical logic lead to a serious violation of the application type talents training goal.

Curriculum system determines the merits of students' knowledge structure and application skills. Real estate professional is a strong applied professional, according to talents training objectives, curriculum system settings should be oriented by demand of the real estate market and emphasize the cultivation of students' practical skills. Direction, application and practice are important. With ability as a main line, the curriculum system was constructed as follows: Basic Core Course Group + Professional + Training Course (experimental) Course + innovation credits.

The construction of the basic courses emphasizes their "effective", and the basic courses and specialized courses should be coordinated. In the lower grades, additional real estate professional introduction course and the real estate professional cognitive practice course are offered with basic courses. In the process of teaching professional introduction course, a well-known professional senior intellectuals and entrepreneurs of actual combat experience can be hired to explain the real estate professional background, status and development trend, and analyses some vivid examples and solutions, which can greatly stimulate students' interest in learning professional courses, specialized courses learning good foreshadowing, also has a good guiding role of professional.

Professional basic courses adhere to the "quality", professional foundation courses setting should emphasize core ability training of real estate professional. The creations of real estate investment, estate planning, and real estate cost control and physical development control and other courses group can meet the requirements of professional training program and train students to form professional knowledge structure characteristics.

Professional curriculum emphasizes the practical construction, in the setting of specialty courses, professional courses can be linked to real estate qualifications and professional characteristics curriculum can be set up according to the requirements for practicing qualification examination course. For example, according to the training target of real estate planning division standard, the real estate market analysis, planning and design room real estate projects, real estate marketing planning and a series of professional courses can be set up; according to the real estate values assessment calls for the creation of real estate investment and financing, real estate, real estate and other courses, is the starting point of the original. At the same time independent practice courses with professional features can be opened, such as real estate accounting simulation real estate appraisal, modeling, planning and Simulation of real estate marketing, property management simulation, real estate brokerage practice, real estate planning practice.

The training (experimental) course emphasizes the "project" construction; Students' autonomous learning abilities are promoted through the leading of project and the driving of tasks [5]. For example, through the students' participation in the whole process of planning and construction of projects, they can consolidate their curriculum knowledge, understand the real estate project implementation process and the requirements of cooperation consciousness, independence work ability, strengthen their sense of responsibility, sense of risk and cost concept. At the same time, taking full advantage of summer vacation time, students are arranged to engage in the real estate market research, marketing planning, real estate sales practice activities, so that students can go deep into the real estate development in the first line, can learn the theoretical knowledge more in-depth understanding, which is an important way to improve students' practical ability.

The Multi-level Practice Teaching System should be constructed. Practice teaching to improve the students' practice ability of the theory of teaching ability has an irreplaceable role in the

teaching process. In the teaching process, strengthening the practice teaching and the practice link in the teaching design is an important way to cultivate students' knowledge comprehensive ability and innovation ability [6].

The practical teaching system of the real estate profession is divided into three levels:

The base layer is mainly dependent on the theory of teaching science. In the course of teaching, the practice of professional course practice should be strengthened to make the timely exercise combined with professional theoretical teaching and practical operation. For example, in real estate economics curriculum teaching process, students can practice in the real estate development company to understand the real estate real estate development company operating; in real estate marketing students can be led to visit real estate sales departments have the same property in the price difference between commercial housing different location, comparisons between different marketing plans let students personal understand teaching theory in the interpretation of the effects of the commercial housing field marketing price and the location factors.

The consolidation layer refers to the design of experiments, independent of the theory teaching; students are "doing" [7]. For example, the course of real estate management information system design is a combination of professional knowledge, another is the practice teaching, its purpose is to deepen their understanding of the real estate management information system of basic theory and basic knowledge to understand, further grasp using structured method, oriented object method on the real estate management information system analysis and design of the basic principles, methods and steps, and train students to solve practical problems, the practice ability of development of real estate management information system. At the same time course design should fully embody the "under the guidance of teachers to students as center" teaching mode, take students as the main, and fully mobilize students' enthusiasm and initiative, enrich the cultivation of students' ability to study independently.

Promotion of layer refers to the practical course offered to students in the field of production projects. It merged in the theory teaching, and need students to think. The project course is based on systematic work process, is a student-centered and the practice teaching mode of learning to lead by the project, driven by task [8]. The construction enterprise representatives directly participate in the curriculum system, the curriculum teaching, curriculum design, training practice, give specific guidance of graduation design, because of the participation of enterprises, the close combination of classroom teaching and extracurricular practice can be realized through taking the training base to the production site. In the graduation thesis design, the dual tutorial system is praised. Combined with the topic of the employer's needs, the teachers master the graduation design, the whole idea, framework, research progress and standardized control, and the specific enterprise is responsible for the guidance of teachers of graduation design of the students.

The Construction of Practice Base Should be Strengthened. Strengthening cooperation between school and enterprise is necessary. With a number of large enterprises engaged in real estate development, investment consultancy, real estate brokerage companies, property management companies, school-enterprise cooperation is advantageous to establish a relatively stable practice base [9]. Based on the existing production base of study in cooperation, according to the "mutual reciprocity and mutual benefit, mutual benefit" principle, schools use base conditions to cultivate students' practical ability and innovative spirit, the base can select talents from the practice of the students in the enterprise, and strengthen the base unit of work and management consulting with the aid of School of the scientific research and faculty, personnel and technical training.

The Application Ability should be taken as the Core of Academic Achievement Evaluation System. Constructing a practical ability of academic achievement evaluation system is a powerful guarantee for implementation of the program for cultivating applied talents. Curriculum evaluation is an important content of the curriculum, but also an important guarantee to promote the system of curriculum construction [10]. In the evaluation of complex system in the course of academic achievement, evaluation is the core content; it is based on certain criteria for the students to learn study results in value judgment process, it includes teaching quality examination, students' learning effect and learning process management. The evaluation of applied talents not only includes

academic achievement assessment of students of professional basic theory and knowledge to understand and grasp, but also students' ability to analyze practical problems .Moreover, it aims to enhance the practical ability of students, practical ability evaluation and cultivation f spirit of cooperation.

Summary

Application talents' training is a systematic project. According to its own characteristics and foundation, colleges and universities should continue to explore to find out new ways to cultivate applied talents. Talent training quality is throughout regarded as the lifeline, meanwhile, we should adhere to the "education for students" concept and actively construct knowledge, ability, quality of applied talents culture system, so that the talents training quality will get social recognition and praise.

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