

Research on the Employment-oriented Talent Training Model Reform in University

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Abstract—Colleges and universities should aim at meeting the needs of the society, take the training technology application ability as the main line to build the knowledge, ability, quality structure and training mode in higher education. "Employment-oriented" means that the talent training of colleges and universities should meet the demand of society for skilled talents, so as to obtain the "work license" of enterprises as the main goal of talent training, so that graduates can have a good "seamless connection" when they enter the job market after graduation. This paper starts from the misunderstanding of the current college talent training mode, analyzes the inevitability of the employment-oriented college talent training mode adjustment, and designs the relevant mode and system framework in order to build a perfect college education system and cultivate talents suitable for the future career requirements.

Keywords—colleges and universities; Talent training mode; Employment—oriented

Talent training mode refers to the general term of element structure style, operation mode and evaluation mechanism of educational and teaching activities jointly designed by schools, society and enterprises for students to achieve certain talent training objectives under the guidance of certain educational thoughts and ideas. It fundamentally defines the characteristics of talents and embodies the educational thoughts and ideas. The orientation of talent cultivation mode has a direct influence on what kind of people universities cultivate and how they cultivate them. As an important part of the national vocational education system, application-oriented universities should shoulder the responsibility of cultivating high-quality technical and technical personnel for local economic and regional development.

I. CURRENT SITUATION OF EMPLOYMENT-ORIENTED TALENT TRAINING MODE IN COLLEGES AND UNIVERSITIES IN CHINA

A. *The misunderstanding of personnel training in colleges and universities.*

With the advent of the era of popular education, colleges and universities have redefined the standards of talent training to cope with the changes in the market demand, but this change does not play a substantial role, it is undeniable that colleges and universities have a very vague understanding of the long-term mechanism of talent training. There are always some problems in the implementation of our higher education system. Secondary education, for example, is out of touch with college education. Exam-oriented education makes middle school students keep their heads down and study hard, but it is relatively careless the education of morality, intelligence, body and labor. Most middle school students will feel confused after entering the university. Reasonable on the one hand, colleges and universities cannot grasp the education market operation rule, the government promote the popularization of education from top to bottom. it is a process that colleges and universities accept adaptation from passive to active. However, mass education is not driven by the laws of the education market, which leads to the fact that there is no survival of the fittest in universities under the government-guaranteed system, thus losing the competition to some extent. On the other hand, colleges and universities lack the enthusiasm to grasp the market trend, and only occasionally cater to the short market demand, and blindly follow the trend in the course setting, resulting in the waste of educational resources and talent training. Employment-oriented starting point is to promote student employment, but the results are often counterproductive. In today's rapid development, the adjustment of ideas often can't keep up with the pace of The Times. For the current talent cultivation in colleges and universities, the emphasis on cultivating students' practical skills ignores the fundamental transformation of students' thoughts. It is far from enough that the talent training standards of colleges and universities only stay at the skill level, which is unable to grasp the market opportunity and will only appear powerless in the market competition. In today's market environment, colleges and universities need to make a reasonable orientation of talent cultivation, timely change students' concept of career choice and employment, and establish a sound talent system.

B. *Operational errors in personnel training of colleges and universities.*

Due to the unclear understanding of talent cultivation in colleges and universities, the specific operation of talent cultivation is directly affected, which leads to the failure to coordinate the relationship between the market and colleges and universities. In the era of popular education, the talents cultivated by colleges and universities cannot meet the market demand, resulting in certain waste of talents and resources. Examination-oriented education brings difficulties to talent cultivation in colleges and universities. We cannot attribute all the causes to colleges and universities, but at a certain level, colleges and universities do not invest enough energy and funds in talent cultivation and guidance. It is far from enough for colleges and universities to invest in the "reprocessing" of "examination-oriented education products". It is necessary to build some platforms and invest capital in different stages and majors. IN addition, although higher education tends to be market-oriented, under the institutional guarantee of the government, colleges and universities lack the motivation to compete. Colleges and universities are constantly expanding enrollment, blindly pursuing various majors, blindly expanding the scale of the school, keeping up with the trend of The Times but

ignoring its own characteristics, and there are serious misunderstandings in the grasp of market rules. Excessive image construction will only make colleges and universities ignore the construction of their own connotation. What the society needs is different types of outstanding talents cultivated under different cultivation modes, rather than undifferentiated unified talents. IN addition, the specific implementation of talent training programs in colleges and universities is too formalized. Talent training mode should be generally recognized, and can play a real role in students' physical and mental. When the talent training mode only stays at the system level, and when everything becomes a mere formality, the actual effect of talent training in colleges and universities is not satisfactory.

II. THE INEVITABILITY OF EMPLOYMENT-ORIENTED UNIVERSITY TALENT TRAINING MODE

According to the present stage our country take the employment as the guidance university talented person raises the malpractice which the mode produces. Therefore, it is necessary to put forward the following three points :

A. *The influence of economic and social development on the demand for talents.*

The way of economic growth in China is undergoing fundamental changes, and how universities adapt to this change is an important starting point of school reform and innovation. China's economic growth pattern is shifting from export-oriented and labor-intensive economy to service economy and domestic demand economy, from resource consumption to resource regeneration, and from "made in China" to "created in China". In the process of economic restructuring and upgrading, innovation is the leading force and talent is the guarantee. Due to its natural connection with the market, universities should shoulder the historical mission of cultivating innovative talents to meet the development needs of social and economic construction in this wave of reform. Universities should understand the needs of economic and social development in real time, especially the new demand for talents for local economic development, and train a large number of senior technical workers for economic structural reform and upgrading, so as to meet the needs of structural industrial adjustment in China at the present stage and give full play to the major role of universities in talent training. IN the process of economic restructuring and upgrading, innovation is the leading force and talent is the guarantee. Due to its natural connection with the market, universities should shoulder the historical mission of cultivating innovative talents to meet the development needs of social and economic construction in this wave of reform. Universities should understand the needs of economic and social development in real time, especially the new demand for talents for local economic development, and train a large number of senior technical workers for economic structural reform and upgrading, so as to meet the needs of structural industrial adjustment in China at the present stage and give full play to the major role of universities in talent training.

B. *Positioning of university personnel training objectives.*

The university is oriented to the needs of regional economy and industry and mainly serves regional economy. In the direction of personnel training and professional direction, timely understand the trend of social development, fully consider the market demand for talent, optimize the professional setting, adjust the professional direction, training objectives, curriculum system and teaching content, in order to serve social and economic development better. As a hub connecting colleges and universities with the market, employment can timely understand first-hand information of market changes, provide colleges and universities with various information of talent cultivation, and guide the process of talent cultivation. At the same time, universities shoulder the task of training a large number of senior technical workers required by economic and social needs. Therefore, employment-oriented adjustment of personnel training mode is the only way.

C. *Employment status of college graduates.*

While college students are faced with "employment difficulties", enterprises are also faced with "recruitment difficulties". There are many reasons for this situation, one of which is that college graduates do not give play to their own characteristics, talent training and market demand out of line. In the process of talent training, universities have not fundamentally completed the fundamental task of talent training, and more of them follow the traditional idea of elite education in universities, without tracking the changes of the market and feeling the pulse of the market, it is difficult to truly become the cradle of talent training.

III. DESIGN AN INSTITUTIONAL FRAMEWORK OF EMPLOYMENT-ORIENTED TALENT TRAINING MODE IN COLLEGES AND UNIVERSITIES

For the employment-oriented personnel training in colleges and universities, perfect pattern design and perfect system framework construction are the keys to ensure the smooth implementation of education and achieve certain results. In order to establish a mature employment-oriented talent training mode, it is necessary to innovate and design the development law that suits the actual needs. First of all, to carry out this training mode effectively, we must design an effective, scientific and reasonable whole-course learning framework, pay attention to highlight the learning program, improve the teaching system, and implement each branch system while ensuring the realization of the overall teaching objectives. In the whole process of learning, students must effectively grasp the required knowledge, targeted to improve the relevant professional ability, and transform the knowledge into practical application. After having a clear understanding and grasp of the needs of future career positions, we should cultivate knowledge and skills and effectively guide students to transform knowledge into ability. Secondly, to truly achieve the training objectives, we must reform the training mode, design a reasonable curriculum system, design the curriculum based on comprehensively train vocational ability. It clarifies the development connotation of professional knowledge, constructs the

optimal course combination, finds the appropriate teaching means, enriches the course content, combines the social, economic and cultural development trends, and integrates the course structure based on the professional needs to complete the effective course design. Finally, only by establishing the teaching system in accordance with the talent training mode, can we effectively guarantee the smooth development of the training mode. For example, the system of social occupation demand survey, which guarantees the correct direction of talent training, maintains the consistency of vocational needs and teaching contents. In addition, the system of training methods ensures the rationality and effectiveness of the training objectives and means, and scientifically implements the teaching philosophy.

IV. THE IMPLEMENTATION PATH OF EMPLOYMENT-ORIENTED TALENT TRAINING MODE FOR COLLEGE STUDENTS.

Talent cultivation in colleges and universities serves the development of society and aims to cultivate talents useful to the country and society so that they can give back to the society better. Colleges and universities must break the traditional teaching mode, integrate teaching resources, focus on ability cultivation, combine of knowledge and ability. Therefore, the following five feasible suggestions are put forward:

A. *Realize the integration and sharing of educational resources.*

Implementation of teaching resources integration and sharing, it is to point to the same university to establish good communication and resource sharing. Different professional teachers and experimental resources can be Shared; different universities library, teachers and laboratory resources can be Shared and elective courses, minor course teaching content can also be through the network to realize resources sharing. This means that universities and departments are more closely linked and students can enjoy a higher quality of education. Colleges and universities disseminate excellent teaching models in the process of sharing. There are certain differences in funds investment and equipment and facilities between colleges and universities. The utilization rate of some advanced equipment and experimental resources in colleges and universities is not high. The sharing of resources not only promotes the cooperation and communication among colleges and universities, but also improves the utilization rate of national resources, so as to realize the resource interaction among colleges and universities.

B. *Emphasizing practical teaching and cultivating innovative consciousness and ability.*

The level of practical ability is one of the important indicators to measure whether it is a new type of talent. Practical ability affects the employment opportunities and employment quality of college students. Therefore, colleges and universities should pay attention to the rational allocation of curriculum time and content arrangement when formulating college personnel training programs, strengthen the training of students' practical ability in the curriculum, stimulate students' more initiative, and let students have more free time to invest. In the study, for example, it is possible to appropriately reduce the content of theoretical teaching, increase the number of practical teaching sessions, provide more practical mobile phone sessions, and better convert theoretical knowledge into skills. In addition, colleges and universities should take the initiative to strengthen social ties, advocate research and discussion-based teaching, and cultivate innovative thinking and innovative ability in the process.

C. *Enriching teaching content and optimizing curriculum.*

The curriculum system is an indispensable part of the training program and an important condition for the training of professionals in colleges and universities. The general time of colleges and universities in China has been set relatively long, which is not suitable for the development of social economy. Of course, there are also various problems in the curriculum setting of colleges and universities. For example, the curriculum is relatively lagging, and the instructors cannot follow the pace of the times to adjust the teaching content and methods accordingly. If the setting of college curriculum cannot be optimized and adjusted in time, it will delay the cultivation of talents and is not conducive to the personal development of students. The employment-oriented talent training mode of colleges and universities should be adjusted and optimized according to the development requirements of the disciplines and the common development of students in the curriculum setting, transforming the educational concept, enriching the teaching content, and innovating teaching methods.

D. *Enhancing the ability and expanding the overall quality.*

If we want to expand the overall quality of students, we must effectively improve the ability level and quality of students. Therefore, colleges and universities need to expand the quality of scientific norms as the full development content of students, pay attention to humanities education, and shape students' sound personality. On the one hand, improve the overall quality of students, cultivate students' sense of innovation and ability, and require students to participate in certain extracurricular practice activities; on the other hand, carry out flexible and diverse quality development activities in schools, cultivate students' initiative in learning, and encourage students to improve. At the same time of professional ability, improve comprehensive ability, and improve students' social ability and unity in cooperation.

E. *Directly cultivating talents and seeking cooperation between schools and enterprises.*

The limited resources within the university make students lack of practical conditions, which hinders the employment-oriented application-oriented talent training in colleges and universities. In recent years, some colleges and universities have actively sought school-enterprise cooperation to achieve mutual benefit and win-win between the two. School-enterprise cooperation has

exercised students' actual resilience and has a clearer understanding of market trends. To a certain extent, students have more employment opportunities and eased employment pressure. Enterprises provide information and practice places for colleges and universities, while universities provide professional talents for enterprises to provide a good intellectual reserve.

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