

The Path of Applied Talents Cultivation in Local Colleges and Universities

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Abstract

Based on the current situation of the training of applied talents in local colleges and universities, this paper analyzes the problems existing in the course setting, teaching activities, student assessment and other aspects of the training mode, and puts forward the necessity of improving the training mode. On the basis of defining that talent training should be oriented by market, based on ability improvement and emphasizing both theory and practice, this paper puts forward some suggestions on cultivating applied talents in economics major of local colleges and universities.

Keywords

Talent cultivation; Application-oriented talents; Social practice.

1. Introduction

With the development of economy and society, higher education has gradually changed from elite to popular. At the same time, the society's requirements for talents are becoming stricter. Application-oriented talents with high comprehensive quality and certain innovative thinking and ability are widely welcomed. "Modernization of Chinese Education 2035" points out that it is necessary to "continue to promote the transformation and development of local undergraduate institutions of higher learning", "strengthen the training of innovative talents, especially top-class innovative talents, and increase the proportion of application-oriented, compound and technology-skilled talents" [1]. The Ministry of Education therefore put forward measures such as "comprehensively improve the quality of curriculum construction", "deepening the reform of innovative entrepreneurial education", "deepening the reform of college professional supply side structural", by deepening the reform of undergraduate education, comprehensively improve the quality of talent cultivation. It is a major historical mission and basic task for China's economic education to train a large number of economic management applied talents with innovative spirit and ability to meet the practical talent needs of China's economic and social development. Local financial and economic universities have an unshirkable responsibility in cultivating innovative and application-oriented economic management talents.

Under the stratified and classified education system, local colleges and universities are under pressure from both research universities and higher vocational colleges. How to according to their own resources and endowments, how to adapt to the social needs, how to consciously follow the rules of higher education and establishing the talent training target of innovative education are very important. Therefore, it is necessary to strengthen the practice of teaching reform and cultivate more high-level applied talents to meet the needs of the society.

2. Current Situation

Application-oriented talents are not skilled talents, they are innovative talents with good comprehensive quality, good understanding of theory, good practice and strong transfer ability. In recent years, with the development of social economy, the demand for applied talents is more and more vigorous, but the quality and quantity of applied talents training in economics major in most universities obviously can't fully meet the social demand. This mainly stems from the fact that the current talent cultivation system can't fully adapt to the social needs.

2.1. Curriculum Setting: Emphasizing Theory and Ignoring Practice

In recent years, the economics major in various universities has been adjusting the training programs constantly in order to improve the quality of talent training. In general, the universities constantly adjust the course system, improve the proportion of applied courses such as virtual simulation, comprehensive experiment and so on. Meanwhile they have strengthened the development of the second classroom activities such as holiday social practice, professional practice and so on. Furthermore, the "Internet +" competition and college students' innovative entrepreneurial training programs also provides students with more opportunities for improvement. However, returning to the level of curriculum, there are still many theoretical courses and too few practical courses. [2].

2.2. Teaching Activities: Emphasizing Indoctrination and Light Thinking

Technological progress promotes the introduction of new teaching modes into universities, such as MOOCs, flipped classroom and smart classroom. However, in general, traditional teaching methods are still the mainstream, teachers are still the main body of the class, and students have limited participation in the setting, discussion and feedback of the class content. Moreover, most of the students have been accustomed to the standard answer learning mode under the exam-oriented education, and lack the ability of independent thinking and judgment on the nature and content of the questions, let alone the ability of innovation. And "students are used to accept, not used to thinking, even less accustomed to doubt and research. Therefore, it is not easy to train people who are creative, independent and capable of pioneering work " [3].

2.3. Student Evaluation: Emphasizing Examination and Light Ability

At present, examination is still the main evaluation method adopted by most courses. It has been a tradition to take examination as the main way of assessment. On the one hand, I think the main reason may be that it is easy to get the score. On the other hand, there existing a significant shortcoming is one-sided. Many students can get high scores by cram before the exam. So high scores are not equal to high energy partly for the reason. It is difficult for test scores to fully evaluate students' knowledge mastery and application ability. The reform of the examination method will help to change the situation that students do not study at ordinary times and study hard in exams. Learning is an accumulation process, not an action. We should emphasize the learning process rather than just the result [4].

3. Principles of Applied Talents Cultivation

In order to cultivate professional talents with reasonable knowledge structure, comprehensive development of morality, intelligence, physical, art and good comprehensive qualities to meet the needs of social development and economic construction. In order to effectively improve students' knowledge, skills and abilities, the training and development of students majoring in economics in local universities should follow the following principles.

3.1. Oriented by Market Demand

The professional setting and classroom teaching content of economics education must be consistent with the direction, level and requirements of social and economic development. Whether economics graduates can meet the society's requirements for modern talents and whether they can be competent for jobs is an important criterion for testing the effectiveness of the professional talent training model. Economics majors should adjust the curriculum according to the characteristics of market demand and future development trends, and add courses that are practical, meet actual needs or meet future development needs.

3.2. To Improve the Ability as the Standard

The economics major of local colleges and universities is to train high-quality, compound and applied talents for the social and economic construction of our country. Therefore, the cultivation goal, teaching environment development, teaching process, teaching management, teaching evaluation and other aspects of the economics major should be carried out closely around the goal of ability improvement. In addition to the improvement of professional ability, the cultivation of applied talents should also focus on the overall improvement of comprehensive abilities, such as learning transfer ability, social adaptability, innovation ability, self-management ability, communication ability, interpersonal communication ability, etc.

3.3. Pay Equal Attention to Theory and Practice

Experience has shown that the close integration of school theory education and social practice is the basic path for cultivating applied talents in economics. Traditional economics courses have a wide range of theoretical knowledge, but they are not very practical. We should change the traditional teaching concepts of economics, to realize the transition from focusing on knowledge transfer to focusing on ability training, and adopt the method of integrating theoretical courses and practical courses to improve the practical value of the entire curriculum system. Only by changing the concept of education can it be reflected in the training objectives of professional talents, professional curriculum, classroom teaching and so on.

4. Applied Talents Cultivation Countermeasures

Local finance and economics universities which focus on undergraduate education are neither able to train academic talents in accordance with the elite education model as comprehensive key universities, nor can they train practical and operational talents as vocational and technical colleges. Local finance and economics colleges and universities should determine their own clear positioning, integrate the characteristics and advantages of elite education and popular education. To take a development path that conforms to their own reality and disciplinary characteristics, and strive to cultivate applied economics talents with socialist market economy adaptability and competitiveness, innovative spirit and practical ability. Therefore, we can specifically start from the following aspects.

4.1. Improve the Construction of the Curriculum System

Local colleges and universities should focus on the cultivation of applied talents based on their own positioning. When we design the curriculum system, we should pay more attention to the design of training objectives and plans for the specialty direction, highlight the positioning of specialty characteristics, strengthen practical teaching and highlight ability training. We also can constantly adjust the training direction according to the evolution of the industrial structure, the development of emerging industries and the changes in social talent needs. Highlight the characteristics of talent training, and improve the professional ability of the students to satisfy the society's demand for applied talents in economics [5]. Firstly, we should strengthen the teaching of two types of basic courses, such as introductory courses

(such as political economy and western economics courses) and economic methods courses (such as statistics, econometrics, etc.). The intensity of basic course teaching reform needs to be further strengthened. According to the completeness and systematic requirements of basic course teaching, the amount of teaching hours and the structure of teaching content are determined to ensure that students can obtain a deeper and solid knowledge foundation through basic course teaching. Secondly, we should add some expansive elective courses including extended courses, international courses and public sector courses. The students could observe and think about socio-economic issues from a broader perspective through these courses. Of course, students can make preferential choices according to their own interests and directions. Thirdly, we can open some high-level elective courses, students can understand the evolution of economic theory and master the frontiers of economic development, then cultivate their ability to analyze and solve problems. Finally, Students can digest the knowledge they have learned through the way of experimental teaching, various competitions, scientific research practices, essay writing, social practice and so on. I think they can apply what they have learned. The curriculum system provide students with the opportunity to use the economic theories and methods they have learned to analyze and solve real problems in real or simulated reality, so as to cultivate and exercise their various abilities.

4.2. Strengthen Practical Teaching

In accordance with the relevant regulations of the Ministry of Education, combined with the revision of the school's talent training program, strengthen the reform of practical teaching. Promote the systematization of the practical teaching system and form a practical teaching system including curriculum experiments, comprehensive experiments, social practices, professional internships, graduation internships, graduation thesis and other diversified forms. Strengthen the transformation of laboratory hardware and software and carry out open management to make it an important place for students to participate in scientific research activities, independent experiments, graduation thesis writing and other activities; Strengthen experimental teaching design and integrate experimental teaching content to cultivate students' innovative spirit and practical ability as a key point. The experiment courses are mainly limited to the practice of verifying theories and purely mastering the operation technology, and increasing the experiment content of comprehensive, design and self-made topics [6].

Increase opportunities for social practice and exercise, organize students to visit companies and trainee activities, so that students have a more intuitive understanding of the production process and management of the company, and a preliminary understanding of the basic situation of the company. Encourage students to use the knowledge, methods and modern technical means they have learned to participate in various social surveys, market surveys and forecasting activities of government economic departments and enterprises. Strengthen students' ability to collect and process information, acquire new knowledge, analyze and solve problems. Encourage students to participate in teachers' social surveys on various horizontal and vertical topics, broaden their horizons and enhance their cognition of things. Organize students to participate in social volunteers and other activities during holidays to cultivate students' sense of social responsibility.

4.3. Improving Social Practice Bases

The school cooperates with enterprises and institutions to establish an off-campus practice base to form a training platform for strengthening practical ability that integrates practical teaching, scientific research training and social practice. The college arranges students to carry out research and internship activities at the internship base regularly, and arranges experienced professional teachers to lead and give guidance during the internship process. After the internship, write an internship report under the guidance of the teacher. Cultivate

students' practical awareness through the practice base and train students' hands-on ability. To help students understand the basic process of industrialization and marketization of theoretical results, and improve students' practical ability and innovative spirit. Under appropriate circumstances, schools can try to establish a school-enterprise interactive joint mechanism, cooperate in running schools, and implement joint training in accordance with the company's "order" requirements for talents.

The school can also establish a multi-functional off-campus internship base, providing different internship positions for different industries, enterprises and institutions, and government economic management departments. The school will organize students and professional instructors to lead a team to conduct investigations and professional thinking in different fields, which can enhance students' professional confidence and provide appropriate guidance for students' career choices. The construction of a multi-functional off-campus practice base can solve the problem of improper selection of professional fields and improper follow-up and guidance of professional teachers caused by students' scattered self-searching. It is also possible to establish joint practice bases for various majors according to the situation, and package internships for various majors according to the needs of the internship unit. Not only enables companies to obtain all kinds of talents they need, but also provides opportunities for students of various majors to practice and exercise in different positions, and also avoids job management problems caused by large-scale internships of students of the same major.

4.4. Change Teaching Methods and Assessment Methods

To train applied economic management talents that meet the needs of society, we must also pay attention to the reform of teaching methods and assessment methods. It is necessary to promote the Internet-enabled teaching reform and give full play to the role of modern technology. Meanwhile we should arouse students' enthusiasm through the reform of teaching methods. In order to inspire students' creative thinking, we can set special topics or cases, encourage classroom dialogues and realize collision of views in exchanges. It is necessary to design the teaching content and teaching links carefully to arouse the participation and enthusiasm of students. Course assessment methods should be as diverse as possible, and the proportion of test scores should be determined according to the nature of the course. For theoretical courses, the weight of the final exam can be slightly higher; for applied courses, the assessment method should be relatively flexible, reduce the weight of the final exam, and increase the weight of the usual assessment results that reflect students' innovative ability and practical application ability. In the assessment of student credit system, strengthen social practice assessment and improve social practice scores. Improve students' enthusiasm for learning through changes in teaching and assessment methods. Encourage students to apply their knowledge to social practice, and cultivate compound talents with a solid foundation in economics theory, certain professional skills, strong comprehensive abilities, and high comprehensive qualities, and improve the employment competitiveness of students.

4.5. Strengthen the Construction of Teaching Staff

The comprehensive quality and ability of university teachers is the key to cultivating applied talents. On the one hand, it is necessary to establish a mechanism for the training and selection of college teachers. The selection of teachers should not only be measured by academic qualifications, but also should pay attention to professional performance. Teachers should be encouraged to investigate and research in related departments, actively participate in social practice, integrate theory with practice, and improve the comprehensive quality. It is helpful for teachers to integrate the feelings of social practice into the classroom teaching content and enhance the appeal of teaching. On the other hand, the university should select teachers to participate in various academic conferences, advanced studies, visits at home or abroad, in order to update knowledge and broaden their horizons. These measurements will help teachers

to improve teaching content and methods, and increase the charm of teaching. Only by constantly improving the comprehensive quality of teachers, can we meet the requirements of economic talents training.

5. Conclusion

The sustainable development of economy and the great progress of society need the support of innovative applied talents. Local colleges and universities play an important role in cultivating applied talents. Although the social demand for talents has forced local colleges and universities to make changes in the training mode, curriculum setting and teaching methods, there are still many obvious problems in the training of applied talents on the whole. In order to change this situation, it is necessary to make a reform of application-oriented talents training which is oriented by market demand, based on ability improvement, and pays equal attention to theory and practice. We can try to improve the curriculum system, optimize the social practice base, reform the teaching method and improve the teachers' ability, so as to provide some reference for the cultivation of applied talents in local colleges and universities.

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