

Obstacles to the Training of Practical Talents with High-tech Skills in Applied Colleges and Relief

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Abstract: Talent training is an important core problem in applied colleges and universities, which mainly analyzes the current problems of talent training in applied colleges and universities in China, among which it is important to highlight the cultivation of highly skilled and usable talents, so as to optimize the teaching structure and cultivate talents who are more suitable for social needs. At present, there are still many problems of talent training in applied education. This paper analyzes these problems and puts forward corresponding countermeasures for reference.

1. Introduction

In the 12th Five-Year Plan, it is mentioned that in order to develop high-tech and skilled personnel in applied colleges, it is necessary to develop vocational education in all regions as a whole, especially in rural areas, so as to improve the quality of education in an all-round way, speed up the construction of education in all kinds of schools, and expand the training of complex and skilled personnel so as to meet the needs of society [1]. We should carry out the strategy of rejuvenating the people and strengthening the country with talent, and adhere to the principle of giving priority to the development of education. It is necessary to speed up the mode of economic transformation and provide important talent guarantee for the current scientific and technological construction and scientific development. Talent training is the core content of higher education, which is related to what kind of talents higher vocational education can cultivate, so as to meet the needs of social development. Higher vocational colleges should work hard in the cultivation of practical talents with high-tech skills so as to meet the new opportunities and challenges of social development.

2. The Training of Talents in Applied Higher Vocational Colleges

At present, China's applied vocational colleges are faced with many problems in personnel training, which mainly come from the outside attention and their own educational resources, teaching structure and so on [2].

2.1. Insufficient Government Investment in Higher Vocational Education

The government's insufficient investment in higher vocational colleges is mainly reflected in two aspects, the first is the government's less allocation. Most of the applied vocational colleges in our country depend on the state's appropriation, mainly on the administrative fees. In recent years, the state has increased its investment in education at all levels^[3] In this case, it is difficult for applied vocational colleges to invest money in talent education because of the unreasonable structure of investment, which leads to insufficient financial allocation to higher vocational colleges, even less than that of ordinary colleges.



Figure 1 Experimental study in higher vocational colleges

In addition, there is the problem of the amount of conventional investment. The income of higher vocational colleges mainly comes from the allocation of government funds and the income of tuition fees. However, most higher vocational colleges have the situation of insufficient regular investment. There is also a shortage of teachers and insufficient funds to introduce and retain teachers. Some of the liberal arts major investment is less, so many higher vocational colleges have developed this major, resulting in the setting of major dislocation, professional duplication is very prominent. It is difficult to achieve the goal of cultivating applied technical talents in higher vocational colleges. At the same time for the social demand for talent is difficult to achieve, especially in rural areas, prone to employment difficulties.

2.2. Weak Teachers in Higher Vocational Colleges

Teacher strength is the key element of talent training in higher vocational colleges. Double-qualified teachers are the core requirement of teaching staff construction and the goal of reaching consensus. Teachers in higher vocational colleges need a qualified educator, and they also need to have a very rich social practice ability in a certain field.[4].

The weakness of teachers is mainly reflected in two aspects, the first is the difficulty of introducing teachers, because of the lack of funds, the teaching environment and treatment of teachers in higher vocational colleges are difficult to guarantee, and it is difficult to attract excellent teachers. Second, because of the lack of funds, it is difficult to train existing teachers, teachers have very few opportunities to investigate the actual time, so can not accumulate practical experience, yes, the quality of the teaching team is difficult to improve, so in the field of talent training is even more difficult to improve. Finally, because of the serious loss of teachers, because of the reduction of some major in higher vocational colleges, the loss of these teachers is very serious, so this part of the talent training is missing[5].



Figure 2 Higher vocational classes

2.3. Professional Development Issues

The problem of professional setting is mainly reflected in two aspects, the first is the lack of

foresight to professional setting. Some higher vocational colleges do not go through scientific market research and demonstration when setting up professional courses, some only focus on teachers to carry out professional, some are to pursue economic benefits, which is extremely unfavorable to the development of talents. The setting of specialty in higher vocational colleges should be closely related to the market and the economic construction of local economic development, not surface engineering. Many higher vocational colleges have such specialties as financial management, e-commerce and so on, but these majors are completely inconsistent with the local talent demand and can not serve the local industry. In the design of teaching content can not reflect the students' professional ability and comprehensive accomplishment, can not reflect the latest scientific and technological achievements and the actual requirements of the post, teaching means tend to lag behind, at the same time, lack of talent skills training, lack of time links, difficult to interface with social posts. The second is that the setting of major is single, higher vocational education does not attach importance to the content of practice in talent training, too much attention is paid to the study of theory in the setting of curriculum and the setting of curriculum content, which does not relate to the demand of actual posts, does not consider the diversity and variability of society, limits students' innovative thinking, and hinders the development of comprehensive talents.

3. The Cultivation of Practical Talents with High Technology Skills in Applied Colleges

3.1. Innovative Professional Construction Mechanism

First of all, the mechanism of innovation specialty construction is to establish the dynamic mechanism of specialty setting, that is, in the process of setting up specialty, we should adjust the overall level of specialty in time [6]. to determine the quality of personnel training and employment. The professional setting should serve the local enterprises and employers as well as the students themselves as the principle, in line with the needs of social and market development. To establish a dynamic mechanism of professional setting, to promote the adaptation of professional wit in various industries, and to jointly establish a professional road in various enterprises, so as to train the talents needed by enterprises, enterprises need to cooperate with colleges and universities, such as providing practical training opportunities, selecting talents directly from colleges and universities, and so on.

Secondly, it is necessary to adjust the professional structure in real time. Higher vocational colleges need to conduct in-depth investigation on industry enterprises, deeply understand the social and economic development and economic structure change, and set up the specialty under the guidance of industry experts. Professional setting should be forward-looking, according to the trend of industrial structure upgrading, to improve the relevant majors, and at the same time to find and develop new majors, with the local pillar industries and emerging industries docking.

Finally, it is necessary to give full play to the advantages of the brand, to build a professional cluster with strength, through the construction of the specialty with brand characteristics, so that colleges and universities and key majors linked to form the characteristics of running a school.

3.2. Professional Reform

Professional reform focuses on employment as the basis of education. First of all, it is necessary to meet the local needs, higher vocational education needs to have a strong job pertinence and professional pertinence, its training of talent needs and local market and professional contact, market demand as the principle of setting up a major, is the local professional structure adjustment. Most of the higher vocational education provides talent service for the local economic development, so when setting up the specialty, we should do a good job of investigating the local economic demand, doing a good job of investigating the talent demand and the post demand, so as to meet the needs of the local market. The second is to set up a major to take employment as the middle, higher vocational colleges in the setting or improvement of the major should be linked to the local industry enterprises, more consultation with these enterprises, so as to ensure the professional and industry

counterpart. We should base on the employment of students, take the demand of the market as the principle, train the applied high-tech talents, and strengthen the application of professional setting, and explore new majors. In addition, it is necessary to expand the professional direction, in-depth professional connotation.

3.3. Enhanced Practical Learning

Strengthening practice learning is mainly to achieve the unity of theory teaching and practice teaching. In terms of teaching content, it not only needs theoretical teaching, but also needs a lot of skill time to cultivate students' practical ability. The participation of practical education needs to have the school classroom, the practice instruction teacher carries on together. Finally, we should strengthen students' skill time, set up corresponding practical courses, and make students have basic professional skills through guidance and training. After the main theoretical courses should be arranged practice links, in each link to combine theory and practice, so that students can learn in the process of more practice. In the teaching method, we should introduce more advanced field teaching method, and integrate the practical problems in the post into the classroom, so that the teaching content can be more effective and more in line with the current requirements for talents. Through such organic combination, the purpose of teaching is more clear, and students' enthusiasm for learning can be improved accordingly. Through the combination of theory and practice, it can also promote the improvement of students' vocational skills and comprehensive literacy. Also more connected with enterprises, to provide students with more social practice opportunities, so as to cultivate the social needs of the application of high-tech talents.

4. Summary

To sum up, it is very important to strengthen the professional setting in higher vocational colleges, and professional teachers should change their teaching concepts, actively use the experience and learning results in time learning, constantly improve the teaching system, update the teaching content, and adopt diversified and individualized learning methods to provide better exercise opportunities for students. Schools should also strengthen cooperation with enterprises so that students can contact the actual working environment as soon as possible and lay a good foundation for employment.

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