Research on the Innovation of Applied Talents Training Mode in Transitional Universities

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Abstract: With the rapid development of China's economy, knowledge and technology-intensive industries have increased, and the demand for talents in society has also been diversified. As China's higher education enters the stage of popularization, in order to better adapt to the social needs at all levels and at all levels, each university must also change from the past elite education model to the popular education model, and the application-based undergraduate talent training will also be carried out healthily. The application of undergraduate talent training has become an inevitable trend in the development of higher education.

1. Introduction

With the continuous development of China's economy and the supply-side reform, the current market demand puts higher demands on the training of talents in various universities. More and more traditional colleges and universities in China are undergoing reform and transformation. The purpose is not only to provide the application-oriented talents that meet the needs of the market for development, but also to survive in the current education field. The transformation of colleges and universities is actually the transformation of the talent training model, in order to enable talents to possess the various capabilities required by the market. Although applied colleges and universities have become the current form of education, there is still a gap between them in terms of application-oriented talent training and market expectations. This paper conducts research and analysis on this, and analyzes the problems existing in the application of talents in the transition universities, and proposes relevant improvement measures based on the problems.

2. The connotation and characteristics of applied undergraduate education

Applied undergraduate education belongs to the development of social economy after entering the new century. China's higher education field emerged as the times require, and it is the product of the transformation of higher education from "elite education" to "mass education". Applied undergraduate education is a higher education aiming at the comprehensive and coordinated development of knowledge, ability and quality, and oriented to the production, construction, management and service of senior applied talents.

Applied undergraduate education is mainly a product of economic and social development, changing social level needs, popularization of higher education, etc. The type of talents it cultivates is mainly applied. Application, meaning in the sea of words is used, or directly used for life or production. Therefore, the characteristics of applied talents are mainly to serve local and industry, and to provide services for the actual needs of regional modern production, construction, management and service. Highlighting "application" is the core of applied undergraduate education, and it is also the scientific orientation and school foothold of applied undergraduate education. Emphasize practice and strengthen application in the process of talent cultivation. Specifically, the cultivation of “applied talents” is a process of gradual integration in theory and practice, and it is the mutual penetration of theoretical teaching and practical application.

In China, although the higher vocational colleges first pointed out the training objectives to the application-oriented talents, it proposed to cultivate practical talents. However, the practical talents here are essentially different from the applied undergraduate talents. First, the academic level of

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higher vocational education is specialist education, while the undergraduate level of applied undergraduate education is undergraduate. The difference between applied undergraduate education and teaching research undergraduate talents is more the difference between the types of talents cultivated, the level is the undergraduate level. Secondly, the application-oriented undergraduate focuses on the improvement of professional technology, management technology, management technology and intelligent operation technology. It requires a broader and deeper theoretical knowledge base than the practical talents of the specialist education, and is stronger than the academic research undergraduate talents. The ability to handle and solve problems on site. When constructing the curriculum system, pay attention to the reality of the professional positions to be cultivated, and limit the depth and breadth of theoretical teaching to the professional intelligence difficulty of the teaching plan in terms of technology development, application and innovation. The undergraduate education ratio of applied talents The requirements of special education are high. China's Higher Education Law stipulates that specialist education should enable students to master the basic theories and expertise necessary for the profession, and have the basic skills and preliminary ability to engage in the practical work of the profession. Undergraduate education should make students more systematically Master the basic theories and basic knowledge necessary for the discipline and major, master the basic skills, methods and related knowledge necessary for the profession, and have the initial ability to engage in the practical work and research work of the profession. Some of the higher-tech jobs require talents that are not met by general higher vocational education and require higher-level applied talents.

3. The status quo and existing problems of applied talent training

Although the application of undergraduate talents in domestic applications has not been long, it has achieved certain results, but it also shows some problems. The specific contents are as follows:

From the perspective of applied undergraduate education, the training objective of applied undergraduate education is higher education to meet the requirements of middle and senior applied talents needed in economic and technological development. Many universities are unclear and believe that applied undergraduate education is only a simple superposition of traditional undergraduate education and higher vocational education, but does not form the characteristics of applied undergraduate education. In teaching, it is to put theoretical knowledge in the first place, and practical teaching and ability training as a supplementary form of theoretical knowledge teaching, practical teaching is relatively weak. Under the constraints of this traditional concept, schools are inclined to classroom theory teaching in terms of funds and personnel allocation, management staff in teaching resources, teaching staff selection and teaching methods, which makes practical teaching a secondary position.

The school curriculum system carries the responsibility of gradually transforming the scientific understanding of the creation and accumulation of human society in the development of science and technology into the understanding of students. After the development of science and technology, it is necessary to enrich the content of the curriculum system, deepen its level and even replace the old knowledge system. Claim. However, for a long time, the content of colleges and universities in China has lagged far behind the development of science and technology. In particular, the cultivation of applied undergraduate talents is to better meet the needs of the front line of social life. Therefore, it is more demanding that the curriculum should keep pace with the development of social economy and adapt to the new needs of the times. Modern society has higher and higher requirements for the quality of talents. College students must not only learn advanced knowledge, but also have a sense of responsibility for human and national destiny and a healthy and harmonious personality. This requires colleges and universities to set up relevant courses to cultivate students' corresponding qualities, but many colleges and universities can make timely responses, even if they are limited to some traditional political, ideological, sports and other popular courses. Some experts once pointed out that "China's high-level, general physics, and chemistry courses are still in the scientific structure and system of the 19th century, mainly based on systems based on calculus mathematics, classical physics, and Dalton's atomic theory. Mathematics lacks modern probability

statistics, discrete mathematics, system theory, etc.; ordinary physics lacks relativity, quantum mechanics, etc.; chemistry lacks theoretical knowledge of curriculum such as quantum chemistry and molecular biology."

Although practical teaching plays an important role in the cultivation of applied talents, the practice evaluation and supervision system is not formed or perfected because the school is in its infancy in practical teaching. First of all, many colleges and universities do not regard practical teaching as an equally important part of theoretical teaching. There is no practical teaching plan for professional courses. In terms of practical teaching arrangements, it does not pay attention to the formulation of practical teaching plans, and lacks a practical teaching system that is independent of theoretical teaching. There is no clear division of theoretical teaching and practical teaching, and there is no specific practice teaching management institution. In the practice teaching plan and the quality of practical teaching, unlike the theoretical teaching, there are clear archival materials and evaluation indicators, which will inevitably limit the scientific development of practical teaching. Secondly, the traditional examination-based assessment method can not effectively reflect the practical teaching results, it is difficult to effectively measure the students' practical ability. That is to say, the independent practice teaching assessment system has not yet been established or improved, and the supporting incentive mechanism has not yet been introduced, so that it is impossible to make a fair and scientific evaluation of the unique and unique practical teaching achievements and practical teaching level, which is not conducive to students. The cultivation of innovative consciousness and practical ability has seriously inhibited the enthusiasm of students to carry out practical activities and teachers to engage in practical teaching research.

4. Construction of talent training mode for applied undergraduate education

The reform of the talent training model, the revision of the talent training model or the teaching plan, the first is to choose the main line of the curriculum system, the second is to choose the structural model of the curriculum system according to different disciplines, and the next step is to choose the appropriate technical route. Specifically, a professional curriculum system and a teaching plan as an implementation plan are constructed. Professional training objectives and training specifications are the starting point for developing a training program. The cultivation of application ability is the main line of constructing the training mode of applied undergraduate talent training institutions. According to this main line, the overall optimization, the transfer of knowledge, the cultivation ability and the improvement of quality are integrated into the curriculum system, and the teaching plan is the destination of the construction training mode. . Taking the training target and culture specifications as the starting point, and applying the application ability as the main line, we will construct an overall optimized trinity training mode. What kind of technical route should be adopted? The author believes that this technical route should include the following links:

The first is to comprehensively analyze the knowledge, ability and quality of the graduates of the discipline according to the training objectives and training specifications of the first-level disciplines, according to the recent survey and consultation of the employers, that is, to analyze the subject knowledge requirements. Analysis of professional skills requirements and analysis of comprehensive quality requirements. Secondly, according to the analysis of the knowledge, ability and quality that graduates should possess, according to the main line of “integrating knowledge, cultivating ability and improving quality”, the basic framework of the curriculum system is proposed, that is, which courses should be set, What teaching content is included, which experimental teaching, internship, curriculum design and other practical teaching links should be arranged, must have a basic framework, and determine the main curriculum and main practical teaching content. The third is to sort out the basic framework of the curriculum system according to the principle of holisticity, that is, the overall optimization principle, and construct a basic course platform based on the first-level discipline or the second-level discipline. The basic course platform of the subject should be broadened and consolidated. Therefore, it is necessary to optimize the objectives according to the overall curriculum system, open up a number of professional basic courses under the discipline, optimize the teaching content, and integrate and reorganize into the

basic courses of the discipline to form an overall optimized subject-based course platform. . At the same time, build a number of professional direction modules on the public basic course platform and the professional direction course platform. The fourth is based on the principle of linking theory with practice, horizontally linking the relationship between theoretical teaching and practical teaching, and vertically forming two parallel teaching systems that are closely linked together, namely the theoretical teaching system and the practical teaching system. The fifth is to arrange the teaching progress table according to the vertical structure of the course, and allocate the hours and credits, and finally form the teaching plan. The sixth is supplemented by the corresponding supervision and evaluation guarantee system, which together constitute the talent training mode.

5. Conclusion

With the rapid development of China's economy, the entire Chinese economy and the world economy have been integrated, and the demand for talents has undergone fundamental changes, showing a diversified character. With a sense of innovation and ability, the basic theory is solid, the practical ability is strong, the demand gap of high-quality applied talents that can solve practical problems of enterprises is increasing, and the increase of emerging knowledge and technology-intensive industries requires a large number of applied talents. . In order to meet the needs of talents for rapid social development and the individual needs of citizens themselves, and to better adapt to the social needs at all levels and at all levels, the elite education model must also shift to a popular education model. Therefore, applied undergraduate education is a product of social and economic development. In China, the construction of a social-based undergraduate training model is a necessity for economic development and a requirement for social change. Its necessity and urgency are beyond doubt. This topic is also from this perspective. It is hoped that through a series of researches and discussions, it will provide necessary assistance for the cultivation of application-oriented talents and the construction of training models in China, and explore an application-based undergraduate training model suitable for China to meet the social economy. The need for development.

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