

# Cultivation and Development Students Soft Capability Based on Program Practical Talent Training Mode

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**Abstract**—After describing the connotation of program practice personnel training mode, main content of soft ability and necessary of soft ability training and development, this paper mainly expounds five kinds of students' soft capability cultivation and development subjects based on program practical talent training mode, such as program cultivation and development with integrating professional education and soft ability, penetration cultivation and development with implementing project-based teaching and soft ability, practice cultivation and development with strengthening practice training and soft ability, comprehensive cultivation and development with enriching the second classroom and soft ability, assessment cultivation and development with implementing multi-evaluation assessment and soft ability.

**Keywords**—Program, practical talent training mode, Soft capability, Training and development, Systematicness

With the transformation of economic development and the upgrading of industrial structure, employers have put forward diversified requirements for high-end skilled personnel engaged in production, construction, management and service frontline work, emphasizing that high-end skilled personnel should not only have the hard skills related to professional skills, but also have good communication and association. Soft skills such as cooperation, diligence, creativity and so on. To cope with the challenge of diversified demand for high-end skilled talents, it has become an important task and mission for higher vocational education to pay attention not only to the cultivation of explicit hard ability but also to the development of implicit soft ability. It is also an inevitable trend for higher vocational colleges to adapt to the rapid development of modern social economy.

## I. CONNOTATION OF PROGRAM TRAINING MODE OF PRACTICAL TALENTS

Faced with the higher demands of employers for high-end skilled talents, higher vocational education has carried out an all-round education and teaching reform with the purpose of service, employment-oriented and the road of combining production, learning and research. Based on the program practice of personnel training mode in higher vocational education reform and exploration came into being, and in higher vocational education reform and practice constantly improve.

Based on Tao Xingzhi's educational and teaching ideas of "society is school" and "teaching and doing in one" and the concept of "Competency Based Education" (CBE), combined with the exploration and practice of training high-end skilled talents, this paper puts forward the educational and teaching concept of "integrating theory with practice and educating people" and constructs the "Competency Based Education" concept. The program practical talent training mode". In a narrow sense, "reason" is theory teaching, and "reality" is practice teaching; in a broad sense, "reason" is school, and "reality" is society. "Integration of theory and practice" means the integration of theory and practice, school and society; "practice education" practice knowledge and skills hard ability and comprehensive quality soft ability to promote each other, close integration, reflecting the characteristics of higher vocational education and the essential requirements of high-end skilled personnel. Under the guidance of this concept of education and teaching, long-term research and practice have been carried out. Through school-enterprise cooperation, the implementation platform of program practical personnel training mode is constructed; the teaching team of "double-teacher" structure is constructed by combining full-time with part-time; the curriculum structure and curriculum system of "integration of theory and practice" are constructed according to the requirement of job posts; the "double certificates" are equally emphasized and the whole-process ability training and assessment system is constructed both in and out of class. In combination with internal and external schools, an open practice training system should be constructed. Through the "five-item construction", the ability training, practical training and enterprise participation are all-round; both the hard ability of students' vocational skills and the soft ability of students' career development are developed, so as to meet the needs of modern talent market for high-end skilled personnel.

## II. MAIN CONTENTS OF SOFT CAPABILITY

Hard ability refers to the professional knowledge and post skills that must be possessed in a certain professional position, and it is the requirement of the basic quality of the employees. Soft ability refers to the general professional ability besides these professional knowledge and post skills, which refers to the overall quality of a certain occupation, in a certain occupational environment or when the occupational role changes. Comparing with the rigid professional skills, the soft ability has more abundant connotation. From the three aspects of "right thing", "right person" and "right oneself", the "right thing" must have professional ethics and innovative spirit; the "right person" must be good at communication and cooperation, and the "right oneself" must improve one's own learning ability and suitability.

Hard ability and soft ability constitute two aspects of the comprehensive professional ability of high-end skilled talents. They are mutually promoting, complementary and coordinated development. The development of hard capability can lay a solid foundation for the promotion of soft capability, and the promotion of soft capability can provide a strong support for the development of hard capability. Rich knowledge and exquisite technology are conducive to the promotion of moral cultivation, psychological quality, personality charm; and can be dedicated, honest, good cooperation, diligent communication, innovative people can be more supportive, win recognition, create opportunities, and create a situation. However, the hard ability will not automatically improve the soft ability, the development of hard ability is not equal to the development of soft ability, and ignoring the soft ability will weaken the hard ability. Hard ability may play a key role in a certain period, but that is only a phased effect. Although the effectiveness of soft power generation is slow but long, it also depends on the long-term future. Promoting soft ability not only makes high-end skilled talents adapt to the current job competition, but also to the future career competition and survival competition in a broad sense.

### III. THE IMPORTANCE OF SOFT CAPABILITY TRAINING AND DEVELOPMENT

#### *A. Strengthening the cultivation and development of soft capability is the essential requirement of the people-oriented education concept*

The people-oriented educational concept advocates taking people as the starting point of education and teaching, conforming to people's natural endowment, promoting people's potential, paying attention to people's all-round development, emphasizing the all-round coordinated development of people, the all-round development of material civilization and spiritual civilization, the all-round development of world outlook, outlook on life and values, physical health and psychology. Comprehensive development of health, personality, intelligence, ability and all-round development of physical strength. In order to achieve this goal, we should attach great importance to the cultivation of "hard power and hard index" such as professional knowledge and hands-on skills, and at the same time attach great importance to the cultivation of "soft power and soft quality" such as personality shaping, integrity quality, adaptability, teamwork, interpersonal communication, communication coordination and good thinking habits. Cultivation and development; Strengthen students' belief, creativity and sustainable development; Make students learn to seek knowledge, learn to do things, learn to coexist, learn to be a man. The cultivation of soft ability is regarded as a new basis for the all-round development of human beings, which meets the requirements of students' sustainable development and lifelong development.

#### *B. Strengthening the cultivation and development of soft capability is a realistic requirement for the transformation of social and economic development mode*

At present, China is in a critical period of social and economic development mode transformation, social and economic development mode transformation to promote the upgrading of occupational structure. The change of occupational structure not only reduces the living space and employment demand of labor-intensive enterprises, but also provides new employment opportunities with high technical content. This change puts forward higher quality requirements for employees: not only should they have the competence of existing job tasks, but also have the adaptability of job migration. The unpredictability of new technology and new vocational Posts poses a challenge to the personnel training mode of Higher Vocational education. Higher vocational education should not only solve the problem of "one skill" can be employed according to the market demand and students' characteristics, but also attach importance to the cultivation of students' basic and transferable abilities. The success of turning a job into a career gives students the ability to cope with the sustainable development of a competitive job market.

#### *C. Strengthening the cultivation and development of soft capability is the overall requirement for improving the quality of vocational education personnel training*

With the development of social economy, the concept of talent has undergone a fundamental change. Soft ability, such as professionalism, teamwork and practical ability to solve problems, has become an important yardstick to measure talent. Soft ability not only relates to students entering the workplace, based on the workplace, but also affects the development of students in the workplace. However, for many years, vocational colleges have attached great importance to the teaching of students' professional knowledge and the cultivation of professional skills. The cultivation of soft abilities, such as professionalism, teamwork and practical ability to solve problems, is still in a relatively weak state. At present, there is a big gap between the ability of higher vocational graduates and the requirements of employers. There are many problems in Higher Vocational graduates, such as lack of professional ethics, poor communication and cooperation, weak problem solving ability, lack of self-discipline and frustration tolerance. Therefore, how to develop students' soft abilities, cultivate students' soft abilities such as self-study, cooperation with others, problem solving and innovation ability, has become a breakthrough to improve the quality of personnel training in Higher Vocational education.

### IV. CULTIVATION AND DEVELOPMENT OF STUDENTS SOFT CAPABILITY UNDER THE PROGRAM PRACTICAL TALENT TRAINING MODE

Program practical personnel training model, adhering to the "integration of theory and practice, practice and education" education concept, promoting knowledge and skills and comprehensive quality and soft ability mutually promote and close integration of educational reform, the soft ability training and development into professional education, solidified in the project-based teaching model, the implementation of practical training Practice activities are reflected in second classroom activities, internalization in multiple assessment.

#### *A. Integrating professional education and developing soft capability in the program*

It is the characteristic of the program practice personnel training mode to integrate the soft ability of cultivating students' career development stamina into the hard ability cultivation of students' vocational post skills. The program practical talent training mode incorporates soft ability into the personnel training implementation plan in two ways, namely, the dominant cultivation of soft ability and the recessive cultivation of soft ability. The dominant cultivation of soft ability is to develop the introduction of soft ability series courses, such as "Introduction to Team Cooperation" and "Introduction to Occupational Communication". The introduction of soft ability series courses is offered as a separate course and is taught by experienced and competent teachers to arouse students' recessive awareness of soft ability development. Training is mainly to intersperse the relevant modules of soft capability into related professional courses for teaching. Of course, soft ability can not be trained entirely by explicit teaching, nor can it be trained by the teaching of one or several courses, but must be realized by the whole teaching process and the strength of each link of teaching. Therefore, the program training mode of practical talents incorporates the soft ability training into the professional curriculum standards, clarifies the training tasks of the hard and soft ability of the professional curriculum, and compiles the professional curriculum matrix syllabus. The teaching of specialized courses must be optimized in terms of the design and implementation of teaching system, the selection of teaching contents and methods, and the organization of teaching process according to the goal of dual training of hard and soft abilities, so as to cultivate and develop the students' hard and soft abilities, so as to make the teaching process and soft abilities of specialized courses possible. Effective combination of strength training, the development of students' soft ability to each course and each teaching link. Under the program practice personnel training mode, after the introduction of the series of soft ability courses, students realize the importance of soft ability and master the general methods to improve soft ability. In the follow-up professional knowledge and skills learning, they will consciously pay attention to the promotion of soft ability.

#### *B. Carrying out project teaching, developing soft capability permeation and training*

The program practice personnel training mode implements project-based teaching with project as the carrier of knowledge learning, skill training and soft ability development. From the psychological point of view, the cultivation of soft ability is situational and experiential. Without a certain situation and a certain experience, the cultivation of soft ability can not start. Project teaching is the teaching mode emphasizing the cultivation of students' soft abilities in real situations and real experiences. In the whole process of education and teaching, the program mode integrates the teaching content with the project as the carrier, organizes the classroom teaching with the task as the driving force, and reproduces the situation of the integration of teaching and learning, and the interaction between students and teachers. According to the characteristics of students' learning, the task-driven runs through all aspects of learning, students are the main body of learning, not only the most important participants in the whole teaching process, but also the implementers of the project; teachers are the leading role in teaching, only need to grasp the teaching process of each link to achieve the goal and control the realization of the goal. Under the guidance of teachers, a relatively independent project is handed over to students for cooperation; information collection, scheme design, project implementation and final evaluation are all in the responsibility of students; students organize teams, case simulations, simulation training, situational experience, group discussions, etc. to reflect the student's principal role, implementation of decision-making, planning, and evaluation. The implementation, inspection, evaluation and other teaching procedures, students participate in the implementation of the project through the entire process, triggering students to complete a work of comprehensive thinking. It not only improves the theoretical level and practical skills, but also cultivates students' soft abilities of unity and cooperation, communication and expression, analysis and problem solving, observation and hands-on and self-learning under the guidance of teachers.

#### *C. Strengthening training practice, developing and developing soft capability practice*

According to the different teaching forms and contents, the program training mode of practical talents expands the ability objectives of practical teaching, organically combines the teaching objectives of hard and soft abilities, and makes the corresponding soft abilities clear as the teaching objectives of practical training, so as to make the teaching objectives of hard and soft abilities clear. Teaching objectives are both interrelated and systematic, and a multi-level, multi-dimensional and multi-dimensional practical teaching system including knowledge teaching objectives and ability teaching objectives is constructed. Whether it is cognitive training, simulation training, or applied training, the main body of the training is students. In the process of using the learned knowledge, students consolidate the classroom theoretical knowledge, enhance practical ability and practical work ability; students through their own exploration and practice, from many angles, multi-faceted, multi-channel access to thinking and problem solving ability. Practical training is not only to enable students to acquire perceptual knowledge, basic operating skills and experience and technology, more profound connotation is that students in the most effective way to quickly grasp basic theoretical knowledge and deepen understanding, feel that through hard work will be fruitful, stimulate interest in further learning and exploration. And the joy and confidence that success will bring will continue to affect people. The school-enterprise cooperation and work-study combination platform set up by the program training mode not only strengthens the training but also strengthens the practice. Post practice is the first step for most students from school to society, from students to social roles. There are great differences between school and workplace, between study and work, between students and employees. In the process of changing roles, we should make appropriate adjustments in view, behavior, psychology and so on. Post practice promotes students' transformation from campus to social people and improves their ability to adapt to society. Post practice enables students to understand the society ahead of time, cognitive self, accurate positioning, and establish a correct concept of career and career choice. Internship enterprises not only provide students with technical practice, but also a place to develop professional ethics. Encourage people with enterprise spirit, cultivate students to abide by discipline, bear hardships and stand hard work, love post dedication, meticulous work attitude; nurture people with enterprise

environment, cultivate quality awareness, safety awareness, innovation awareness; use enterprise culture to nurture people, shape students' moral character, quality and character; use enterprise experience to train people, enhance students' League Team consciousness, cooperation consciousness and competition consciousness.

#### *D. Enriching the second classroom, developing soft capability and three-dimensional culture*

Practice-centered program training mode of practical talents extends practical teaching activities from inside class to outside class, from inside school to outside school, to enterprises and even society. The first classroom and the second classroom are interrelated, mutually reinforcing, and organically integrated under the program practical personnel training mode. The integration of the two classes into the credit system management and the realization of the linkage between the first classroom and the second classroom with credit as the link are both important components of the personnel training system. For example, the ideological and political theory courses in the first classroom and the activities of the students in the second classroom, such as after-school theoretical study, theme education, Party school and League school, constitute the ideological and political education; the links of experiment, practice and practice in the first classroom and social practice and voluntary service in the second classroom constitute practical education; Innovative education consisting of innovative design and seminar courses in the first classroom and innovative experiment plan, scientific and technological competitions, academic and technological associations in the second classroom; The humanities and arts courses in the first class and the literary performances and literary creations in the second class constitute the art education, and so on. The second classroom is not only the extension and supplement of the first classroom, but also the derivation and sublimation of the first classroom. The second classroom bears the important task of broadening students' horizons, improving their abilities and increasing their knowledge. It is an important way for students to establish a correct outlook on life and values, and to enhance their psychological quality. It is also an important platform for students to learn to organize and manage their abilities and learn to do things as a person. It is an important place to train students' communicative and expressive ability and to learn social communication skills. It is also an important carrier to cultivate students' sense of competition and cooperation and enhance their ability to adapt to society. It is an important environment for training students' self-management, self-service and self growth. The second classroom under the program practice personnel training mode has formed a three-dimensional soft ability training framework with its activity subjectivity, content richness, form diversity and participation practicality, so that students' soft ability can be fully displayed and exercised, and provides a broad space for promoting students' all-round development.

#### *E. Implementation of multiple evaluation, soft capability assessment, training and development*

It is an important mechanism to ensure the quality of education in the program practical talents training mode to rebuild the multi-teaching evaluation system for the purpose of synchronous upgrading of hard and soft abilities. The multiple teaching evaluation under the program practice personnel training mode emphasizes the diversification of evaluation subject, content and mode. The diversification of evaluation subjects is the combination of self-evaluation, mutual evaluation, teacher evaluation and enterprise evaluation. The process of evaluation has become a process of learning from each other, learning from each other's strengths and improving progress. Let students participate in the evaluation, students in the evaluation of themselves and other people in the process of self-awareness, self-improvement, self-development, students in the process of accepting the evaluation of others gradually adapt to grow. The evaluation content diversification not only pays attention to knowledge, but also to ability and attitude; we should pay attention to students' professional skills, but also to the development of students' ideological and moral character, humanistic spirit and practical ability, and pay attention to students' professional ethics, learning ability, communication ability, team spirit, innovation ability and adaptability. The evaluation method uses a variety of evaluation methods, means and evaluation tools to evaluate the students' learning process and learning results, mainly formative evaluation, combined with summative evaluation. Evaluation is a dynamic and integral process, which not only occurs after educational and teaching activities, but also accompanies and runs through every link of educational and teaching activities. Attaching importance to the process lies in the students' ability to solve problems. For example, the comprehensive abilities of collecting information, collaboration, reflection, practice and creativity will be displayed naturally in the process of evaluation. They will be open through behavior observation and evaluation, problem discussion, practical learning, performance test, portfolio evaluation and so on. The focus of evaluation was shifted to the process of students' inquiry, the process of seeking knowledge and the process of endeavor. Students were promptly guided to establish self-confidence and develop a sense of achievement, thus forming the practical ability of thinking, communicating and solving problems. In addition, soft capability test is arranged in the fourth semester, and soft capability is used as the hard index of assessment.

In a word, it is a systematic project to train and develop students soft ability under the program practice personnel training mode, which will be continuously explored and perfected with the promotion and deepening of the reform of the program practice personnel training mode.

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