

Research on the Quality and Effect Analysis of Internationally Applied Personnel Training

—Taking Nursing Major of Qiqihar Medical College as an Example

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Abstract: This paper analyzes the status quo of the quality of internationally applied talents in China's colleges and universities, explains the path and effect of training internationalized nursing professionals in Qiqihar Medical College.

1. Introduction

The process of economic globalization is accelerating, and exchanges and cooperation among countries are increasing day by day. There is also a higher demand for training internationally applied talents. Internationalized talent refers to talents with strong patriotic awareness and national pride, a global perspective and a global thinking model, with cross-cultural communication capabilities and international operational capabilities that can adapt to today's global competition. The so-called application-oriented talents are, in contrast to high-skilled theoretical and academic talents, the ones that grasp applied knowledge and talents with more specific practical abilities. Internationally applied talents are the combination of the two. With international attitudes and awareness, it is also able to apply knowledge to carry out the second development of technological innovation and technology, and to independently assume the expertise of the industry's first-line work [1].

The key to the training of applied talents is to improve the ability of talents, especially to meet the needs of the work. Put forward the combination of professional education and practice; at the same time hire industry experts to teach, guide students to practice, and achieve the combination of knowledge and skills [2]. To train internationally applied talents, we must adapt to the trend of internationalization of higher education, foster international perspectives, be familiar with international rules, and be conducive to international talents involved in international affairs and international competition [3].

2. The Status Quo of China's International Applied Personnel Training

The implementation of international talent training in local universities is difficult to implement. Local universities lack a platform for international talents training. The internationalized talents training platform is the basis for the promotion of international talents in universities and the starting point for students to participate in international education. Since the implementation of "985 Project" and "211 Project", the boundaries between universities and research universities are more clearly defined. Research universities have taken the lead in implementing international talent training projects under the promotion of globalization. However, the implementation of internationalized talent training strategies in local universities has started late, and the personnel training platform is lacking [4]. With the popularization of higher education and the prosperity of the social economy, universities and colleges should establish a multi-goal, multi-level, communication and cooperation international talent training system [5]. Therefore, in the next work, it is necessary to increase the efforts of international talent training in local colleges and universities to improve the quality of personnel training in local colleges and universities.

Due to the long-term exam-oriented education and traditional knowledge classroom teaching, combined with the low degree of openness of most institutions, teachers and students have shown many deficiencies in the process of internationalization, which is mainly reflected in the language expression and understanding of a diversified culture. Concerning cognitive and foreign language etiquette familiarity, there are often problems in foreign language listening and speaking, and lack of expressive ability. At the same time, due to the lack of understanding of foreign teaching systems and comprehensive cultural knowledge, there are often more cultural conflicts in the early stages of international exchanges. The inability to learn has been a major obstacle to the internationalization of talent training [6]. Lack of specific strategies and designs for international talent training many universities do not have plans to develop corresponding international talents. There is no clear direction and an effective plan that leads to poor training results.

Taking the Jilin colleges as an example, although elective courses have been established through practical surveys, some college students do not have the power to elect their own classes. They can only follow the school's plans for classes and cannot choose other professional courses according to their personal interests. This further restricts the student's personality and future development, the credit system has not been truly implemented, will only lead to "thousands of people face," affecting the individual training program [7]. The mechanized talent training program does not apply to the creation of internationally applied talents. It must be good at discovering the potential and bright points of each student in the teaching process, and lead students toward the goal of international talent training. For example, undergraduate nursing training in Australia has incorporated a large-scale casualty education subject (first-line intervention). This theory advocates the use of simulated learning as the basis and practical experience as the key principle, focusing on the learning and non-technical aspects of clinical systems and knowledge development. The related skills and the influence of human factors, this method promotes the development of critical thinking and strengthens students' autonomous learning [8].

Although major universities and colleges are implementing the international application-oriented personnel training strategy, our international talent training level is lagging behind that of developed countries in Europe and America. This is a problem that we must face squarely. In 2009, the United Kingdom, the United States, Australia, and other countries were very popular in Beijing, Shanghai, and Guangzhou. Some students who had already been admitted to colleges and universities in mainland China were enrolled in foreign elite schools. Among them were many of the "top candidates for college entrance examinations" [9]. Due to the difference between the quality of international talent training and the developed countries, the large number of outstanding students has been lost, which has also adversely affected the long-term development of the country. The proportion of the employed population of university graduates is continuously increasing. The vast majority of graduates from all walks of life must occupy a first-line position in employment. Colleges and universities need to set up various specialties according to the needs of society, train a wide range of applied talents, and apply Germany, the United Kingdom and the United States. Talent training models, including Australia and China, have similarities and characteristics. Different training concepts applied in other countries should be combined to set a comprehensive diversity of training goals and a clear combination of talent cultivation models for undergraduate students should be established [10]. This will increase the competitiveness of internationally applied talents in China in the international arena.

Most colleges and universities have problems in the internationalized talent training curriculum system. First of all, students' foreign language communication and communication skills are not high. This is the most important issue for international talent training. It is necessary to strengthen practice in listening and speaking. Under conditions permitting, foreign exchanges can be established to create a good language environment and quickly improve the ability of foreign language communication. The establishment of courses and teaching must meet the principle of integration with international standards. Talent training requires not only the acquisition of professional knowledge and skills, but also the ability to innovate and manage to accurately determine the needs and changes in the market and make appropriate responses.

3. The Path of International Applied Nursing Professional Training in Our Hospital

Clear school running ideas determine the professional construction and development concept of nursing science. Based on the "Undergraduate Medical Education Standards - Nursing Science" and "Nursing Undergraduate Professional Standards", we established a "three-oriented" nursing talent training curriculum system that meets the needs of the development of health care and targets "students' future development." According to the school "three-oriented" medical personnel training objectives revised training plan.

Design nurses' professional quality and ability training system for internationalization. Under the guidance of the "three-oriented" talent cultivation model, the professional quality and ability training system for nursing students is one, two, three, and four. It is a center, two combinations, three hands, and four links. One center is centered on the training objectives. The two wings are the first class and the second class. The three catchers are the teaching content reform, the teaching method reform, and the construction of the teacher team. The four links are the development of the school-based curriculum. Links to the training system, links to student activities and training systems, links to the training process and training system, and links to student entrance and exit systems. Strengthen the training of students' practical and innovative abilities, rely on the provincial experimental teaching demonstration centers and clinical teaching bases, give full play to their talents, and strive to create a practical education and teaching platform to conduct practical skills training in a variety of ways and in all directions to achieve education within the school. The combination of practical work, combination of in-class and out-of-class, full-time teachers and part-time teachers, and the establishment of the professional quality and ability training system for nursing students ensure that the overall quality and ability of nursing students are improved.

Professional differentiation: psychiatric nursing and midwifery. A curriculum system focusing on improving students' ideological and moral qualities, humanistic qualities, professional qualities, and physical and mental qualities was established. School-based courses are offered as a first year to open a "professional experience" course. The junior opened the "Nurse professional quality and ability."

Formulated the "13th Five-Year Plan" construction plan, curriculum construction plan, and teaching method reform plan for nursing specialty. With the guidance of improving quality awareness, establishing quality education, innovative education, and personalized education concepts, focusing on cultivating innovative spirit and practical ability, we must make breakthroughs in updating and perfecting advanced, ideological, and scientific teaching contents as difficulties. According to the requirements of comprehensive quality education, the talents we cultivate must be "four sessions", that is, they will be people, will learn, will do things, and will innovate. Students in nursing majors should be familiar with the basic theory of nursing, basic knowledge, skilled mastering skills in nursing professions, and dedicated careers in nursing

Industry-university cooperation is the fundamental way to cultivate technology-applied talents. First, the talents we cultivate must be employed in the society, serve the society, be close to the society, be close to the job, and closely cooperate with the clinical frontline, including the appointment of teachers and teaching sites. Only by satisfying the needs of the society, the cultivated talents meet the needs of the identified talents' knowledge, ability, and quality. Second, in order to realize the training objectives, in order to better learn and master theoretical knowledge, focusing on the transfer of theoretical knowledge, nursing Education is focused on cultivating jobs, emphasizing both theory and practice, and paying equal attention to education and training.

Unify education and teaching ideas, change teacher's teaching philosophy, take students as the center, and train and educate nurses in their professional qualities and abilities. The reform and research is on the teaching methods of "student-centered" and "self-study of students" as the main content. For example, PBL, emotional experience teaching, and case teaching are used in the teaching of nursing specialty courses. Cultivate students' ability to find problems, analyze problems and solve problems, cultivate students' independent learning ability and team awareness, and at the same time pay attention to the cultivation of critical thinking; pay attention to the development of humanistic care and communication and cooperation capabilities.

According to the nature of the curriculum, the formative assessment and the summative assessment are combined organically, and a student performance evaluation model combining the theory assessment, skills operation assessment, and objective assessment is constructed.

Adopt the "order-paid internship-international employment" training mode. Through the establishment of practice bases in the top three hospitals in Beijing, Tianjin, Shanghai, Chongqing, Gansu and other measures, the employment information website, employment QQ group, and employment We-Chat group were released to timely release employment information. A special job fair for the Nursing College will set up a platform for the employment of graduates. The overall quality of students, hands-on ability, employment rate and employment quality have been continuously improved.

The organic combination of the first classroom and the second classroom is the two wings of the training system. Emphasize that the first classroom teacher will implement the education policy of teaching and educating people all the time, and the nursing school will formulate relevant systems and implement them. In particular, teachers in the basic courses and professional courses of nursing majors need to permeate teaching activities into professional activities such as nursing professional ideology, professional emotions, and professional qualities. Teachers can inspire students with personal experience and typical case education. Silent education requires a clear understanding of reason and emotion. Whether it is a theoretical class, an experiment class, a group discussion class, a role-playing class, a PBL teaching, etc., we must infiltrate such education.

Extra-curricular activities are the second classroom for students and the second channel of education. It is a parallel teaching form with traditional classroom teaching. It is planned to pass extra-curricular and off-campus teaching, make full use of various conditions in schools and society, such as lectures, reports, competitions, visits, books, radio, radio, film and television, etc., and accept information transmission, which will help students improve the overall situation. The second classroom includes: Inviting domestic and foreign experts and scholars to give lectures; Encouraging students to participate in various interest groups; Organizing students to regularly visit social welfare institutions such as communities and nursing homes, and using their acquired professional knowledge and skills to conduct community service and volunteers Activities; Organize and encourage students to participate in speech contests, media interviews, and a variety of cultural and sports activities. Using winter and summer vacations to participate in social practice activities in the hospital.

4. Innovation Points, Popularization and Application Effect of International Applied Nursing Personnel Training in Our Hospital

Innovations in the results of training internationalized nursing professionals. To build a training program featuring internationalized nursing specialty professionals; the province's first professional construction and student training to receive national nursing professional certification has achieved a combination of evaluation, promotion, evaluation, promotion, and evaluation; and "student-centered" promotion. And to improve the "self-study of students" as the main content of the teaching methods of reform and research; open two school-based curriculum "professional experience", "professional quality and ability of nurses"; according to the needs of society to professional differentiation to cultivate the characteristics of the specialist nurse laid the foundation; The curriculum system for training the professional quality and ability of national nursing students was established. Under the guidance of the "Three-oriented" talent training model, the professional quality and ability training system for international nursing students was one, two, three and four. That is one center, two bindings, three grippers, four links.

The promotion and application effect of international nursing professional training in our hospital. In the course of the implementation of the project, the overall quality of the teaching staff has been continuously improved; the discipline construction and teaching achievements have been developed by leaps and bounds; the school-based curriculum "Professional Quality and Ability of Nurses" has been extended to the Qiqihar College of Engineering and the Qingdao Vocational College nursing specialty; 4 The major of science has been successful in 2015. The university

passed the certification of the National Nursing Program and carried out rectification. The College of Nursing received 35 training projects for the Innovation and Entrepreneurship Program of the University of Heilongjiang Province, received a grant of 200,000 yuan, and obtained 38 extracurricular projects of the Qiqihar Medical College students; the students of the School of Nursing obtained Second and third prizes in the first and second national nursing professional clinical skills competitions; 16 students from national nursing schools participating in nursing colleges, and more than 20 papers published; professional quality and ability of nursing students improved, and nurses practiced Both the test pass rate and the employment rate have reached 100%.

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